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ABSTRACT

This report documents the efforts of four school districts to bring their communities into the decisionmaking process at the levels of basic educational philosophy and immediate local needs and goals. The document (1) identifies the procedures each district used to engage and involve the community in the decisionmaking process, (2) charts the approaches used by all four districts in developing the goals, (3) identifies similarities and differences in the approaches used in goal development, (4) provides a reference for school districts contemplating the development of statements of philosophy and goals efforts designed to involve their communities, and (5) outlines recommendations for developing districtwide involvement in such a philosophy and goals effort based on the experiences of the four districts. (Charts on pages 22, 29, 37, 43, and 44 may reproduce poorly.) (Author)

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EVOLVING EDUCATIONAL GOALS FOR CALIFORNIA SCHOOLS: FOUR CASE STUDIES

Study conducted by
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El Segundo, California

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ADVISORY COMMISSION ON SCHOOL DISTRICT
BUDGETING AND ACCOUNTING

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October, 1970

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California School Boards Association

455 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814
TELEPHONE (916) 443-4691

Dear Board Members:

During the past year many school districts in California have either established or updated their educational goals. This is essential if major curriculum reform is to take place. The school boards, of course, have a major role to play when educational philosophy and goals are being considered. That is why, approximately one year ago, we urged all governing boards to make the study of educational goals a "top priority". The CSBA booklet entitled *Educational Goals and Objectives* (September, 1969) has been helpful to many boards and has been used widely not only in California but throughout the nation. Now we have this new document which supplements our previous publication on the subject. It should help you to develop your own **procedures for involving** the various publics, the profession, and the students in a renewal of the educational program. The four case studies have provided us with valuable insights into the involvement process necessary to establish acceptable goal statements. Not only is it necessary to develop new goals for curriculum change, but modern management needs, dictated by a Planning, Programming, Budgeting System (PPBS), as well as statewide testing, make it a priority item if we are to have ACCOUNTABILITY.

Two copies of this document are being sent to your school district — one to the president of the school board and the other to the superintendent. Please share your copy with the other board members. Additional copies are available. Please see the back cover for details.

Sincerely,

Alfred W. Newman
President

AWN/mi

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This study was conceived by and prepared under the direction of the School Instructional Program Committee. It was approved by the CSBA Board of Directors on August 22, 1970.

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CONTENTS

INTRODUCTION	**1**
Legislative background	1
The CSBA Study	1
Objectives of this report	2
How this study was accomplished	2
THE PILOT DISTRICTS — AN ANALYSIS	**4**
Mother Lode Union School District	5
How the goals effort began	5
Unique aspect	5
Program implementation	5
The first draft	6
Comments in retrospect	7
Saugus Union School District	8
How the goals effort began	8
Who was selected?	8
What the committee did	8
An unusual outcome!	9
The PPBS picture	9
Comments in retrospect	9
Morgan Hill Unified School District	11
How it all began	11
The first version	11
The unique aspect	12
The goals effort begins	12
An evaluative measure	12
Comments in retrospect	13
Torrance Unified School District	14
The goals effort and PPBS	14
What was done	15
Comments in retrospect	15
SUMMARY OF GOALS STRATEGIES	**16**
SUGGESTED GUIDELINES FOR OBTAINING COMMUNITY INVOLVEMENT IN A GOALS EFFORT	**18**
APPENDIX	
A. Mother Lode School District	
Goals Development Flow Chart	22
Philosophy and Goals for Education	23

B. Saugus School District

Goals Development Flow Chart 29
Adopted Goals of Instructional Program 31
Additional Program Goals 32

C. Morgan Hill School District

Goals Development Flow Chart 37
Philosophy of Education 38
Educational Goals 41

D. Torrance School District

Goals Development Flow Chart 44
Educational Goals 46

E. Working Documents from the Four Districts 48

F. A Partial List of School Districts with Goals Activities in Process or Recently Completed 63

EVOLVING EDUCATIONAL GOALS FOR CALIFORNIA SCHOOLS: FOUR CASE STUDIES

INTRODUCTION

Legislative background

For years the educational program in California public schools had been determined and dictated by state legislation. The inflexibility of these state mandates made it difficult, if not impossible, for school districts to provide programs to meet the unique characteristics and needs of their local communities, as well as the demands of a growing state and rapidly changing society.

However, the passage of the George Miller, Jr., Education Act of 1968, promised to bring the beginning of the end for some of these problems. The returns from this Act are just beginning to come in and the preliminary results indicate that progress is being made. Freedom, flexibility, relevance to contemporary needs, and innovation in educational approaches are the watchwords of the emerging trends in California public schools.

The Miller Act, more commonly known as Senate Bill 1, made it clear that "because of economic, geographic, physical, and political diversity, there is a need for the development of educational programs at the local level, with the guidance of competent and experienced educators and citizens."

This key statement provided a major opportunity. It gave local school district administrators additional flexibility, the latitude, and the encouragement needed to meet the individual needs of the students and of the people in the community in ways the districts thought best. It further encouraged educators and citizens to work together in formulating solutions to current educational problems. Properly executed, this type of involvement could lead to closer agreement within the community regarding the purposes and the direction of education.

In 1969, the Legislature developed Assembly Concurrent Resolution 195 (ACR 195), to provide guidance for educational leaders in implementing programs under Senate Bill 1 (SB 1). The resolution stated that an appropriate method should be found "to develop broad educational goals and specific behavioral objectives befitting the public schools . . . and that . . . the most appropriate means to develop a comprehensive statewide system of assessment and evaluation, designed to measure the degree to which the public school system is achieving such goals and objectives" should be determined.

Guided by the Miller Act, ACR 195, and other pieces of legislation,[1] many California school districts have been developing individual educational goals and instructional objectives at the local level.

The CSBA Study

This report documents the efforts of four school districts and their attempts to bring their communities into the decision-making process at the level of basic educational philosophy and immediate, local needs and goals. "Community," as used here, means a broad cross-section of

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[1] In 1967 - 68, the state assembly had taken three other important actions that were relevant to SB 1. These were: AB 1168, the Statewide Testing Bill; AB 61 (passed in 1967) which created an Advisory Commission to develop new school fiscal management programs and budgeting and accounting systems; AB 1610, the Education Information System Bill.

Depending on how these programs are administered, they may or may not have a beneficial effect on local educational programs and decision-making.

people and includes parents, students, school board members, educational personnel, businessmen, industry and agency representatives, and others. Since the philosophy (the analysis of the assumptions underlying fundamental beliefs) and goals (the ends to which instruction is directed) are the wellsprings on which rational educational change is based, the local committees dealing with these topics have received a great responsibility. These pilot efforts, therefore, warrant close inspection and it can be hoped that many of the more successful techniques tried by these districts can be adapted and transplanted to other districts.

It is hoped that this document will help every school district to involve the community in developing goals and objectives for its schools. To paraphrase Henry David Thoreau in the context of this activity —

> *"Let every man make known what kind of school would command his respect, and that will be one step toward obtaining it."*

The case studies that are reported in this document *do not* provide *the model* for a school district to follow. Both professional and lay personnel in each district would be quick to admit that they have "miles to go" before they have either finalized their goals or obtained total community involvement. They perceive their effort towards establishing local goals as one of constant evolution and revision. Some of the statements to date have stressed nonacademic over academic goals; others have followed a reverse pattern. Hopefully, as the goals efforts continue, these resultant imbalances will be modified, to reflect the most desirable proportions for each district. Consequently, the reader is cautioned to remember that what is reported here are but the experiences of four specific districts that have pioneered in developing for themselves a set of contemporary goals and that this is not a comprehensive evaluation. Indeed, the reader may discover that he will choose to pioneer yet another trail having profited by the ideas and experiences of the four districts. School districts starting work to overcome their own problems may discover that they have unique dimensions in their present political and financial climate which would affect their approach in establishing goals and in making their school program more relevant for their youth.

Objectives of this report

The objectives of this document are to:

1. Identify the procedures each district used to engage and involve the community in the decision-making process.

2. Chart the approaches used by the four districts in actually developing the goals.

3. Identify similarities and differences in the approaches used to develop goals.

4. Provide a reference for school districts contemplating the development of a statement of philosophy and of a goals-effort designed to involve the community.

5. Outline recommendations for developing district-wide involvement in such a philosophy and goals-effort based upon the experiences of the four districts.

How this study was accomplished

During 1969, the California School Boards Association (CSBA) entered into a contract with the Institute for Educational Development (IED) to obtain desired assistance and consultation in providing guidance for the districts and developing four case studies. These districts were selected from among a number that had goals efforts in progress and reflect an attempt to choose four that

had different characteristics.[2] The Institute's initial effort was directed toward helping the four selected districts develop meaningful goal statements and definitions of the philosophy, goals, and objectives to be sought. The work of that group should prove helpful to districts as they become involved in establishing a philosophy and goals of education at the local level.[3]

During 1969-70, IED consultants visited the involved personnel in each district. These visits were followed with further telephone consultations and extended exchanges of pertinent material with each district. CSBA and IED then held a seminar in May of 1969 on goals and objectives which was attended by representatives from the four districts involved in this study. Subsequently, the districts' goals were examined, as they related to the implementation of each district's program planning and budgeting systems (PPBS).[4]

Initial material for this report was gathered during the consultation period as the districts worked on their goals. However, in the spring of 1970, additional site visits were made to gather final information for this document. During these visits, educational and community personnel who had been involved in the goal-setting effort were interviewed in detail.

It should be noted that a related and far more extensive activity pertaining to the evolution of school district goals also has recently been undertaken by the Joint Committee on Educational Goals and Evaluation. The work of that group should prove helpful to local districts engaged in philosophy and goal-development projects.[5]

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[2] See Appendix F for a partial list of California School Districts with goals activities in process.

[3] *Educational Goals and Objectives*, California School Boards Association, Sacramento, California, 1969.

[4] Half of the financial support for the 1970 portion of the IED project was provided by the State of California Advisory Commission on School District Budgeting and Accounting.

[5] For information relating to this work, contact Mr. Keith Echeverri, Consultant of the Joint Committee on Educational Goals and Evaluation, California Legislature, State Capitol, Room 322-A, Sacramento, California, 95814.

THE PILOT DISTRICTS — AN ANALYSIS

The districts examined in this report were chosen for their diversity. The first, Mother Lode Union School District, is located in a rural setting in Northern California. Saugus Union School District serves a "bedroom community" just to the north of the San Fernando Valley in Southern California. Morgan Hill Unified School District is situated south of San Jose and is highly diversified with both a rural white and Mexican-American population and numerous electronic and space-age industries with their associated personnel. Torrance Unified School District is in the Los Angeles basin, closely linked to the city of Los Angeles, and is basically urban.

Each district philosophy and/or goals effort is examined by providing the following information:

- A brief physical and sociological description of each district.
- A statement of how the philosophy and/or goals effort began.
- The history of what was done.
- An analysis of what was unique in each location.
- Some comments offered in retrospect.

MOTHER LODE UNION SCHOOL DISTRICT

The rich historical past of California's gold rush days provides the roots for the little town of Diamond Springs, home of the Mother Lode School District. Nestled in the foothills of the High Sierras, 40 miles east of Sacramento, this community and its people are proud of their heritage — for the community and the surrounding countryside played important roles in developing the West. Today, the citizens of this district continue the pioneer spirit; this is no longer exemplified in their search for gold but in the community's interest and willingness to search for a promising educational program for their children.

Mother Lode is a small district. It has approximately 800 students enrolled in kindergarten through eighth grade. Thirty-nine certificated personnel staff its three schools which serve a population of 5,000.

The assessed valuation (per Average Daily Attendance) is $8,500 and the annual per pupil expenditure is approxiamtely $760. The median annual income of the district's population is $8,500.

How the goals effort began

In the fall of 1968, the district's superintendent began preparation for the development of a broad district-centered statement of goals and philosophy as a first step towards the implementation of a program planning and budgeting system (PPBS). With board approval, the superintendent began staff training on the writing of performance objectives and initiated action for the development of long-range district goals.[6]

Unique aspect

Mother Lode's philosophy and goals effort started with an unusual plan. The superintendent asked to have a developmental committee composed solely of non-educators from the community. Nearly everyone he consulted said that without the help of educators, a lay committee could not accomplish such a complex task. The resistance waned, however, when one of the district's board members insisted "If this idea can't work, then democracy can't work!"

Program implementation

In December of 1968, after learning more about PPBS and the integral part long-range goals play in its effectiveness, the Mother Lode School Board formally adopted a plan to begin a goals development program. At the same time, the superintendent recommended a complete plan sequence for the development of a PPBS.

The board and superintendent met in April of 1969 to delineate the committee composition and structure. They tried to select a representative group using every possible category (young, old, rich, poor).[7] One of the selection criteria established was to recruit people who could work intelligently with a group. The board's task was alleviated by the fact that the board members knew

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[6] A flow chart depicting this activity is presented in Appendix A.
[7] See Appendix E for "Community Cross Section Criteria."

many of the 3,000 potential candidates. Committee members were finally selected representing 85 categories and in May, letters were sent to each of these people inviting them to participate.

The objectives of the committee were outlined in the letter sent to the candidates. It stated, "We must establish a philosophy of education that represents our constituents and references the larger society in which we all live. We must develop educational goals that reflect the philosophy and finally, continue to refine instructional practices so they are harmonious with established goals."

Early in June, positive replies were received from 35 of the invitees and from those, 25 individuals were selected to serve on the committee.

Beginning in mid-June, meetings were held every Monday night for five months (each meeting was approximately 2 to 3 hours long). At first there appeared some frustration and anxiety over the lack of structure in the meetings. The board and the superintendent, however, intended the lack of structure to serve as a stimulus for the group and to insure the absence of their personal bias in the initial stages of the project.

On several occasions, the superintendent met with the committee chairman to assist him. The chairman, in turn, used this advice to help the committee refocus on the goals and philosophy statement. Time and again, the group tended to evaluate present programs rather than concentrating its attention on its primary task. The strategy that was used to offset and correct this problem was to suggest that the committee go about its task as though no schools existed and it were its assignment to build from scratch. Another strategy used was to encourage recommendations on specific existing programs, but only after the primary objectives had been met.

The first draft

By early October of 1969, the first draft of the philosophy and goals statement had been completed and was sent to the board and to the school district staff for recommendations. The draft was discussed by the entire faculty association and specific recommendations were outlined and added to the statement. Although no major changes were made, the faculty did make some suggestions. The board, despite some anxiety on the part of the lay committee, made no major changes.

The board and the district's superintendent registered their surprise and satisfaction with the high quality of the document which included an unusual and thought-provoking goal statement relating to experience with manual skills.[8]

The goals committee received the board's and staff's recommendations in early October and by December 1, 1969, the writing subcommittee had prepared a final draft for transmittal to the board.

After receiving the document, the board authorized its circulation to the 460 families of the 800 students, the county superintendent's office,[9] other school districts, the upper-grade students, and the entire teaching staff. Only five written recommendations were returned, even though there was considerable informal discussion about the statements.

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[8] Note page 9 of the goal statement in Appendix A.

[9] The El Dorado County Superintendent's Office is involved with testing the feasibility of using a PPBS at the county level, and consequently has a considerable interest in the district's activities.

Concurrent with the circulation of the draft, the board announced a public hearing on the statements to be held on December 15, 1969. Of the 30 people who attended, only three contributed verbal comments on the draft.

No major changes were made after the public hearing and the board formally adopted the "Philosophy and Goals for Education in the Mother Lode Union School District" on January 5, 1970.[10]

The next step in the Mother Lode goals effort will be to make sure that the district goals are met in 1970-71. To accomplish this better, the teaching staff, which had been writing more specific performance objectives for their respective subject areas during the goals effort, will begin to evaluate their objectives in the light of the new performance criteria during the new school year.

Comments in retrospect

The Mother Lode philosophy and goals strategy worked well for a community of its size. A wide variety of political opinions and occupations were represented on the committee. The committee selection method with its 85 district categories helped to insure that a cross-section of the community was represented.

The district superintendent did not publicize who was on the committee in order to keep political pressure off certain members who were strongly aligned and identified with certain viewpoints. He noted that this strategy was successful in keeping the committee sessions fairly free from politics.

The superintendent emphasized that it is "most important for districts to start out diligently and rigorously in defining goals, then systematically analyze their programs — beginning with the goals and working down to objectives — even if this means delays in writing the objectives."

The Mother Lode District only wrote objectives in five subject matter areas that were sure to be included in the goals statement (math, reading, science, art, and English).

The superintendent went on to say that districts should "maintain some degree of organization so that when they get done with the project the operational elements devised (i.e., objectives) will have integrity with the goals."

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[10] Note Appendix A for the philosophy and goals statement.

SAUGUS UNION SCHOOL DISTRICT

In contrast to Mother Lode, this district, formed in 1908, has experienced the impact of "suburban crawl" — the mass flights of people from urban areas to the suburbs. The major portion of this impact has been felt in recent years as commuting has become a way of life on the Southern California freeways.

Located 34 miles to the northeast of Los Angeles, the Saugus community is composed primarily of young couples who own homes and have a median income of approximately $8,000 per year. Many of these people are employed in the technical fields and only 13 percent of the 4,500 school children are non-white.

The schools, which spend about $500 per pupil each year, enjoy much interest and support from the 12,000 district residents who recently passed a school bond proposal by an 86% "yes" vote. The district's assessed valuation (per ADA statistics) is $10,568. Saugus Union School District has nine schools with a staff of 161 teachers and 11 administrators.

How the goals effort began[11]

During the spring of 1968, the district's superintendent made several interim reports to the board concerning the implication of SB 1 for the district. He emphasized the board's responsibility to involve competent citizens in the decision-making process.[12]

In August, 1968, the superintendent took the lead and contacted PTA groups at each school, asking them to select people to sit on a goals committee. The PTA groups submitted their nominations before the summer ended.

Who was selected?

The board formally adopted a plan for a citizen's committee to study and revise the already extant district philosophy and goal statements during the first part of October, 1968. It was decided that one citizen was to be named from each PTA group, one faculty member was to be elected from each school, and eight people from the community at large were to be selected by the board. Twenty-five were selected in total. Principals and directors of instruction, as well as the superintendent, attended the meetings. However, the superintendent stated that the committee selection had in no sense presented every dimension of the community.

What the committee did

The first Citizen's Advisory Committee meeting was held on December 3, 1968. At this time, committee members were advised about the purpose of the group. Additionally, the members present were given a copy of the philosophy and goals statement already in existence. Most of the additional five meetings, held between late December, 1968 and early February, 1969, were spent discussing particular curriculum changes rather than district-wide goals. The only substantive goal recommendation to come out of the committee was an increased emphasis on consumer education.[13] The broad goal statement relating to economic education, however, remained unchanged even though the board adopted all the committee recommendations but one — the sex education feasibility study.

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11 Note Appendix B for flow chart.
12 See Appendix E "Possible Format to Implement SB 1."
13 Note "Citizen's Advisory Committee Minutes" in Appendix B.

In the area of the sex education feasibility study, the committee recommended that "an extensive study should be made on family life education to determine if such a program is needed, if parents desire a program, and an analysis of various materials, programs, and problems encountered in other communities is required."

The board deleted this recommendation after the public hearing on the goals statement in March. At that hearing, the district became the target of the organized national drive against sex education. Instead of implementing the recommendations, the board delegated the responsibility for developing a family life education program to the district staff.

An unusual outcome!

Thus, the most striking characteristic of the Saugus goals effort was that no change was made in the district's pre-existing goals statement.[14] The committee members reportedly were happy with the conditions in the schools and felt that the current goals statements were adequate. (That they should all agree on this is not surprising, considering the homogeneous nature of the population in the district and the presence of a pre-existing goals statement.)

The PPBS picture

Concurrent with the goals effort, the district staff was working toward the implementation of a PPBS. This included a task force on planning and systems analysis and in-service training for teachers in the writing of performance objectives. (The non-instructional goals for the district were prepared by the superintendent during this period to facilitate an initial implementation of PPBS.)[15]

The performance objectives written by the staff were organized around existing subject matter clusters. In lieu of waiting for a final district goals statement the teaching staff used the existing goals statement. Since the committee did not change the district-wide goals statement, minimal difficulty was encountered in producing the finalized goals statement and instructional objectives.

Comments in retrospect

The Saugus School District was one of the first districts to begin work with a PPBS. Such action has as its prerequisite the formulation of meaningful and obtainable district-wide goals. In turn, the PPBS will be used to see if the district goals are being met in the management accounting context. District programs and goals will be reevaluated based upon stated and emerging needs.

Because of the homogeneous composition of the district's population and the community's satisfaction with the schools, the district superintendent indicated that he never expected the philosophy and goals committee to devote much time and effort to the task. Commonality of community goals was high. No great issues, such as bussing, existed in the district to spur heated debate.

The superintendent said he believed that the professional staff was over-represented on the committee and that the committee should have included approximately 75 people. He also indicated that representatives from community groups should have had the opportunity to discuss topics with members of their organizations prior to goal committee meetings. This would have helped to broaden the opinion base of the committee.

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14 Note statement in Appendix B.
15 Note Appendix B for "Additional Program Goals Written by the Superintendent."

The Saugus experience indicates that some districts which evidence homogeneous parental attitudes and which already have adequate goal statements on record may need only a reexamination before an updated goal statement can be quickly agreed upon.[16] However, this does not negate the value of establishing the "machinery" for continuing evaluation and review of goals by the community.

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[16] See Appendix B for goals statement.

MORGAN HILL UNIFIED SCHOOL DISTRICT

Morgan Hill, unlike Saugus, has a diversified population. The district has an interesting variety of people representing both the white collar world of the new technology in San Jose and the rural world of agriculture.

The town of Morgan Hill itself has nearly 6,000 residents. It is located in the California agriculture and wine country about 20 miles south of San Jose on U. S. 101. The district's ten schools with a staff of 193 teachers and 15 administrators serve 4,300 students and an area population of 18,000. The district's assessed valuation (per ADA statistics) is $13,750 and the annual per pupil expenditure is approximately $836.

Approximately 36 percent of the school population is Mexican-American, leading to the district's making concentrated efforts to communicate with the Spanish-speaking residents in Spanish. Thus, the goals statement was published in Spanish as well as in English and Mexican-American parents were invited to meetings where the goals were discussed in Spanish.[17]

How it all began[18]

When the Morgan Hill School District became unified in 1966, several board members believed that it was necessary to develop a philosophy for the district. Later a committee was established to accomplish this task. The members for this committee were selected by the board on the recommendation of the acting superintendent and the ten persons chosen for the committee were all teachers and board members. No members from the community-at-large were included because the board members thought that they adequately represented the community. (At the initial stages in evolving goals, the base can be broader at the outset by involving many groups.)

Starting in April, 1967, 14 meetings were held every Friday morning, each lasting one to two hours. The committee started from scratch, not wanting to adopt or approve a philosophy written by someone else. The topics chosen for discussion at the meetings resulted from the suggestions that had been formulated during the preceding week by individuals or by small subgroups. All meetings were characterized by a great deal of debate.

The first version

Early in August, 1967, the committee finished its meetings and sent the first draft to the board for review. Many avenues were used to communicate, explain, and publicize the document. The new district superintendent, who was invited to speak before almost every civic organization, used those opportunities to present information about this statement of educational philosophy. A member of the committee usually accompanied the superintendent and after written copies were distributed at the meetings, open discussion was encouraged.

The draft was also released to the newspapers, and late in August, the board called a public hearing on the statement of educational philosophy. Only eight people other than the committee members came to the meeting. Minor changes were made as a result of the meeting, and the board formally adopted the philosophy statement on November 1, 1967.[19]

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[17] See Appendix E for cover letter sent in Spanish.
[18] Note Appendix C for flow chart.
[19] See Appendix C for the philosophy statement.

During 1967-68, the natural progression to the definition of goals for the district was sidetracked by two bond elections. Despite these important activities, the idea stayed alive and was discussed at several board meetings during the year. Substantive work on the project was postponed until the fall of 1968.

The unique aspect

One of the unusual aspects of the Morgan Hill effort was that it really began before a need for PPBS was publicized and the application of systems analysis became the trend in California school administration. Although the district is interested in ultimately relating the project to programmed budgeting, a complete review and evaluation of the curriculum, in the light of high priority needs, comes first. Indeed, the district views the results of the philosophy and goals efforts as worthwhile products in themselves.

The goals effort begins

In November of 1968, the new goals committee was selected by the superintendent and the board. This time three members from the community-at-large were picked, essentially for geographical considerations.[20] The remainder of the 16-man committee was composed of school-oriented people. Three members of this group were from an ethnic minority, including two Mexican-Americans (residents of the area) and a Negro who was the president of the local Classified Employees Association. Two board members and the superintendent were included.

The teachers on the committee were picked so as to assure representation from each grade level. Some of the teachers were active in their teacher organizations, but the major criterion for selection was that the chosen individual be articulate, and interested and willing to participate in the effort.

The first committee meeting took place in the middle of January, 1969. In six subsequent meetings, the committee met as a whole except for one occasion when it broke into small groups for discussion, then reassembled at the end of the meeting. The only official subcommittee was the one devoted to writing the report which was finished by April 13, 1969. On April 30, the goals statement was sent to the board for review, released to the local newspaper, sent to teaching and clerical staffs, distributed to service clubs, and carried home to parents by their children (with copies printed in Spanish for Spanish-speaking families).

Part of the letter sent home summed up the rationale for community involvement, "Since goals and objectives are the cornerstone of our entire school system and since tax dollars will be spent in attaining them, it is imperative that all parents and citizens of the school district take an active part in finalizing them."[21]

Little feedback was received from any group receiving the document. The public hearing held on May 25, 1969, was attended by a small number of people and the only subjects discussed were sensitivity training and family life education planning. No substantive changes were made and the goals statement was adopted in August, 1969.[22]

An evaluative measure

Early in 1970, an educational goals questionnaire was distributed to 61 high school juniors and seniors and to the entire teaching staff asking them to rate how well specific district goals were being met.[23]

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[20] See Appendix E for letter sent to candidates.
[21] Note Appendix E for letter sent to Morgan Hill residents.
[22] See Appendix C for the goals statement.
[23] Note Appendix E for questionnaire.

Preliminary results from this questionnaire indicate that teachers rate all district goal statements relating to required curriculum at a higher achievement level than do the students. (On a scale of zero to three, three meaning considerable emphasis, teacher ratings approximated two as opposed to 1.5 for students.) Teachers indicated that skills in fundamental learning processes, as they relate to the required curriculum, receive the most emphasis in the school district. The student respondents concurred with this evaluation but rated the goal of competence in physical skill and health slightly but not significantly higher.

Comments in retrospect

District unification in 1966 was the main reason Morgan Hill became interested in educational philosophy and goals. The printing of district communiques in Spanish has helped maintain rapport with the large Mexican-American community which is showing increased participation and interest in school affairs.

During the goals effort, numerous teachers in the district wrote performance objectives for several subject-matter areas. The superintendent reported that the objectives-goals interface is good and that more work is being done in this area.

The questionnaire sent to faculty and students will give the faculty curriculum committee, meeting in August of 1970, some guidance in determining where revision may be needed in order to reorganize the curriculum effectively to meet district goals.

In conclusion, one might infer the following from the small turnout at the final group of goals sessions:

1. The goals were in concert with all sectors of the community and any areas of disagreement have been resolved at earlier meetings.

2. The community didn't really want to be bothered with further participation or felt that the goals activity was not sufficiently important to justify getting involved.

3. As with many public issues, unless considerable controversy or some sort of emotional promotion surrounds the question, public apathy may be very difficult to overcome.

TORRANCE UNIFIED SCHOOL DISTRICT

Moving from a discussion of the Mother Lode School District to the goals activity in the Torrance Unified School District points up the great difference between a small and remote rural district and a large urban one like that of the City of Torrance with a population of 140,000.

Yet, the Torrance Unified School District, like the Mother Lode District, has been involved for about a year in evolving and developing a goals effort. The Torrance District, located in the Los Angeles metropolitan area approximately 17 miles southwest of the Los Angeles Civic Center, has 35,000 students going to school in 42 schools with a staff of 2,200. The cost per pupil is $731 per year and the assessed valuation (per ADA statistics) is $12,136. The median income of the people living in the district is about $7,000 per year. The non-white population is approximately 10 percent.

During the past year, the district has been involved with such major concerns as: a bond election, the retirement of a superintendent, and unusually vocal teacher demands. These concerns and demands have caused more pressures than normal for any one year and have stretched the resources of the district. As a result, priorities had to be set for both staff and community. In spite of these events, a good start on the goals program has been made.

The goals effort and PPBS[24]

This district became interested in re-appraising goals as a result of their participation in the State pilot project on PPBS. This interest began in the spring of 1969 when the Board of Education approved the district's proposal to become a pilot PPBS district.

The district had had some valuable prior experience in utilizing goals and objectives in instruction two years earlier when some Torrance kindergartens had been utilized to field-test reading programs which involved substantial consideration of goals and objectives.

As a consequence of this activity, during the spring of 1969, the elementary and secondary curriculum directors gathered all the available information on defining goals and objectives so as to be prepared for the district-wide goals effort. In the summer of 1969, the two directors and a group of teachers from the district attended a three-day seminar on PPBS.

After the seminar, the curriculum directors began developing a tentative set of goals for use as a basis of discussion for the yet-to-be-formed goals committee.[25] It was their opinion that the committee would be involved in duplication of effort unless some starting structure were developed; and even if the original material were discarded, they felt that the work would be worth the effort.

The groundwork done by the two curriculum directors (which had included many informal face-to-face encounters with school and community people) could well account for one of the most unique features of the Torrance goals effort — namely, the incredibly short time it took for the committee to develop its statement.

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[24] A flow chart on the goals activity is in Appendix D.
[25] See Appendix E for working document.

What was done

In the fall of 1969, the two curriculum directors and the project director reviewed candidates for the PPBS Task Force. A 42-man task force was formed, composed of representatives from the community, all levels and divisions of the school district's professional staff, the Board of Education, the PTA, and the high school student bodies. Then a 14-member subcommittee of the task force was formed to develop the overall goals. As it turned out, most of the members of the goals subcommittee were part of the "educational establishment." Thus, nine of these were teachers, administrators, or board members; one was from the PTA council; two were from the chamber of commerce; one was a student; and the other was a person from the community-at-large. Each member was selected as one who was representing a sizeable constituency within the community.

During three sessions in November and December of 1969, the committee developed its goals statement. The Board authorized a minimum of four days to be scheduled for in-service training of elementary and secondary teachers in the development of goals and objectives. These sessions were followed up at the school level.

The draft of the goals was distributed to a variety of groups, including the PTA, Educational Council of Torrance (a lay advisory group of about 200 people), high school student councils, and all teachers in the district.

Responses to the draft were summarized and edited by the writing subcommittee and then incorporated in the final draft which was completed by January 1970, the target date.[26]

As of the summer of 1970, the goals statement was in the hands of the task force for review prior to final submission to the Board of Education. The plan was that the district board formally adopt the district-wide goals as well as other recommendations from the PPBS Task Force. The resulting document was then to be further publicized throughout the community.

Comments in retrospect

The Torrance effort dealt specifically with goals which involve educational philosophy. The work of the committee was directed more to identifying, collecting, and synthesizing the existing goals than to creating new ones.

The size of the Torrance district made it initially difficult to get adequate community involvement on the goals committee. In an attempt to get broader indication of community sentiment, the district is planning to circulate the goals statement to a variety of organizations within the community.

As was done in other districts working on a PPBS effort, the Torrance pilot project staff wrote a statement of program goals and performance objectives. An emphasis in 1970-71 will focus upon ensuring that the program goals and objectives written at the classroom level are linked to district-wide goals established by the committee. More work is planned for the coming year to obtain greater community feedback regarding the goals statement. Expansion of current citizens advisory committees is being contemplated to provide an enlarged community basis for goals review as well as for obtaining community involvement with many other aspects of the school program.

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[26] See Appendix D for the goals statement.

SUMMARY OF GOAL STRATEGIES

Each of the districts analyzed attempted to involve its community in different ways. This was in keeping with the spirit of SB 1 and the corollary legislation.

The common tie between the districts studied, other than the fact that they all developed or reviewed a goals statement, was that each attempted to obtain (although at varying levels) a representative cross-section of opinions from the community.

The size of the Mother Lode district made this task relatively easy. The people selecting the committee members knew most of the possible candidates and could get direct participation from diverse elements in the community.

The large population of Torrance, on the other hand, provided a greater challenge. It was extremely difficult for the people selecting the committee members to get a cross-section of opinions from such a large sampling. Furthermore, the shortage of available school personnel in Torrance, who could devote a considerable time to the goals effort (due to the bond elections and other critical concurrent issues) further complicated the task.

In order to compensate for this limited community involvement, a larger number of community groups in Torrance may be asked during the 1970-71 school year to evaluate and make recommendations on the current goals statement. More emphasis will be placed on critical examination of what was developed in the 1969-70 school year and in publicizing these resultant goals, than will be devoted to the creation of additional new materials.

The homogeneous nature of the population in Saugus made selection of community committee representatives fairly easy, particularly since the community had no divisive issues at the time.

Morgan Hill, on the other hand, had problems with a very mixed population in ethnic and economic terms. Lay representation from the minority community was sought out. The district did try to communicate with this sector of the community through the local newspaper, the *Morgan Hill Times and San Martin News*, and a draft of the goals statement was circulated to parents both in English and Spanish. Also, three meetings to which the public was invited were held where the goals were discussed in Spanish. School personnel led the discussions, i.e., Spanish-speaking secretary, community liaison worker, and club representatives. Nevertheless, during the discussions at these meetings participation by the members of the Spanish-speaking community was not extensive.

Representation from the "educational establishment" ranged from zero in Mother Lode to almost the entire committee in Torrance. Morgan Hill and Saugus had a more diversified combination of members. The final documents produced by these districts reflected both the makeup of their committees, and, to some degree, the time they took to write their reports.

The Mother Lode committee took five months, meeting once a week, to finalize the draft. Torrance, however, only took three months. The committee in Mother Lode was instructed to act as though no schools existed and to start from scratch. The Torrance committee was more concerned with identifying and codifying what the goals of the district were at the time rather than in creating new ones.

Mother Lode, Saugus, and Torrance — the districts working with a PPBS — developed program goals and performance objectives concurrent with their district-wide goals effort. The interface between these goals and the effective implementation of a PPBS remains to be assessed. Morgan

Hill, which is not working with a PPBS, followed a more linear pattern. They first developed their philosophy, and from that philosophy derived their goals. After that, the Morgan Hill committee evaluated its goals in the classroom to determine where the emphasis was being placed. This evaluation included the distribution and an on-going analysis of an educational goals questionnaire. During the summer of 1970, a curriculum task force is reviewing and developing a district plan for curriculum evaluation and revision which includes translating the broad goals into specific performance objectives.

All committess had less than 26 members. Each appears to have done an adequate first-phase job of defining goals for their district. However, the continuing challenge is a conclusive demonstration that sufficient real involvement has been obtained from everyone concerned with the schools, and that all concerned individuals have had an opportunity to participate in formulating new goals.

Each district is planning to reevaluate its goals in the next few years to see if they are still relevant to students, parents, taxpayers, teachers, employees, board members, and others in the community, as well as to those involved on a day-by-day basis with the operation of the schools. Whether the goals that were set can be actually met is yet another question.

SUGGESTED GUIDELINES FOR OBTAINING COMMUNITY INVOLVEMENT IN A GOALS EFFORT

Broad community involvement in the determination of a district's philosophy and goals of education is essential if educational programs are to truly reflect and be responsive to the needs and desires served by the school district.

Such involvement of individuals and groups from the community in a goals activity is a dynamic process. Awareness of the characteristics of the process outlined below provides a framework within which a meaningful goals effort can be undertaken.

Based on the experience of the pilot districts examined in this report, the following considerations appear relevant for other districts that are contemplating development of school district goals in which community involvement is desired:

1. Any meaningful effort toward generating district-wide goals will require a strong commitment and leadership by the Board of Education and the school district administration. It should be recognized that such a project will require time, effort, and personnel. Appropriate steps should be taken to see that these are provided. A definite plan of action should be drawn up which clearly defines responsibilities and schedules and takes into consideration the recommendations listed below.

2. A definitive "plan of action" should be drawn up which clearly defines the task to be undertaken, the means of accomplishing it, the responsibility and authority of personnel and groups assisting in the task, a time line for the completion of various steps, and the ultimate action that can be anticipated upon completion of the total task. Timetables and approaches will vary, as evidenced in the flow charts and case studies presented in this document. Specific community and staff characteristics will require unique strategies. The important thing is to develop a plan best suited to the individual district, and one which will be most effective in accomplishing the task.

3. The Board of Education and district administration must have a sincere desire to truly involve the public in this process in a meaningful and rewarding way. This intent needs to be expressed and widely communicated to generate interest, credibility and active participation.

4. The process of involving the community should begin with a definition of the *total* community served by the schools, and the identification of all its various constituencies. Every effort should be made to include all segments of the community in the philosophy and goals development process.

5. Any committee approach should have an appropriate mix of students, educators and citizens. In addition attention should be given to including those of various ethnic, political, religious, economic, and educational backgrounds; parents and non-parents; business and labor; young and old; supporters and critics.

6. Small districts may be able to design a plan whereby virtually the total public will be directly involved. Larger districts will find this much more difficult. It may be beneficial to work through many community organizations. However, an effort should be made to include people who do not ordinarily participate in community or school-centered activities. They may find it more effective to de-centralize the activity to the local school level. Committees centered at various neighborhood schools could afford broader involvement, and generate greater interest and participation.

7. In any plan, some sort of central "core" committee will be necessary to coordinate, compile and finalize all activities.

8. Early orientation meetings should be held in different areas of the community, even utilizing non-school facilities, where desirable. All such meetings should be open to the general public.

9. Each district will need to determine an appropriate method for selecting those individuals who will be directly involved in the goals effort, which is compatible with the designed plan of action, best meets the individual needs of the district, and affords the broadest acceptance and participation.

   Since the goals effort is an activity entered into by the Board of Education, committees serve in an advisory capacity to assist the Board in this effort. The Board of Education should have a role in determining the representative composition of the committee, and ultimate approval, if desired.

   However, it is strongly recommended that the various representative groups have a voice in the selection process. Opportunity should be provided for appointees to be chosen by their own peer groups.

10. Each participant brings a unique expertise to the task as well as a willingness to serve. A delicate balance must be sought whereby the individual, though representing "his" group, does not lose sight of the primary purpose — that of identifying the overall concerns of the total community.

11. Any plan should contain provisions for reaching large segments of the community. One of the responsibilities of those directly involved in the project should be to serve as a liaison to the group he represents.

    A network for personal dissemination of information and reception of feedback regarding the goals effort should be identified with each person being required to define "his" community network and how it will operate. Good communications are essential!

12. Students and recent graduates of the district should participate on the committees as voting members of the project. Educators (including administrators and teachers) on the committee should act primarily as resource experts and remain as non-directive as possible. The committee should not be dominated or constrained by professional staff.

13. In assuming the responsibility of this task, districts must also accord it the appropriate high priority necessary for successful completion. Some individual within the district should be designated as a project coordinator, with commensurate adjustments of time, additional duties and/or funds to compensate for this effort.

14. A careful assessment, at the outset, of the needs of the school district and the desires of the community it serves is an important precursor to grappling with a goals statement by any committee or group. Follow-up studies on district graduates will also be beneficial if they are available. County offices and PACE centers may provide assistance to districts.

15. It may be of assistance to the committee to bring in "outside experts" to talk to the group on topics such as the labor market, job opportunities, economic and sociological trends, neighboring community colleges, institutions of higher education, businesses and industries.

16. Provide opportunities initially for the members of the committee to review examples of various needs assessments, and statements of philosophy and goals that other districts and states have

generated. Utilize the CSBA Goals Data Bank[27] as well as similar material sources in other states. Such an approach will provide broader insight of the task and enable the group to quickly establish some basis for discussion.

17. The committee may wish to select some goals from the examples of prepared goal statements which they feel meet their needs and desires, rather than going through the time consuming and tedious process of writing them "from scratch". However, this should in no way restrict the project's efforts to open new vistas and develop imaginative and relevant goals unique to the characteristics of the individual district.

18. The group will constantly discover its need to deal with the basics of educational philosophy (the determination of what education is and should be) before it attempts to state what it should do or what its actual goals are to be. Thus, the two aspects, philosophy and goals, are closely linked. Beginning with an awareness of these two aspects provides a considerably firmer platform for departure.

19. Provide training via workshops, etc., in goals construction for those who have the task of writing the goals statement. If possible, provide some related orientation for all personnel involved in the goals project.

20. The goals project should be given wide publicity throughout the entire process. Every available medium possible should be utilized to communicate the statement of philosophy and goals to the local public. Newspapers, radio and television talk shows, public hearings, direct mail dissemination should all be considered.

21. Specific information on how public comments and suggestions may be transmitted to the goals project personnel should be clearly indicated in all communications, and especially on any goal statements disseminated.

22. If it is possible, use community groups, such as the PTA, to survey the community (door-to-door or by telephone) regarding the goals statement during the first major circulation of the statement.

23. If there is a minority population in the district which speaks a language other than English, print the appropriate information and goals statement in their language and have them available to circulate simultaneously with the English versions.

24. Make sure every member of the teaching staff and students are completely aware of the project and the importance of the goals statement. Do not assume that they will automatically become aware of the statement or consider them adequately informed just because it has been circulated. Student body and faculty meetings should allow for discussion and careful consideration of the goal statements.

25. To assure as great an involvement and acceptance of the final product as possible, sufficient time and opportunity should be provided to permit all segments of the total community to carefully review the goals statement and submit suggested revisions prior to adoption.

26. Most districts should not expect complete consensus within all segments of the community; pluralism in the community will surely be reflected in the goals statement.

27. When the goals statements are finalized, they should be sent to the Board of Education for formal adoption. It may be advisable for the Board to hold a public hearing prior to adoption.

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[27] Direct inquiries on the CSBA goals data bank to: Edmund Lewis, Assistant Executive Secretary, California School Boards Association, 455 Capitol Mall, Suite 375, Sacramento, California, 95814.

28. Once goals are adopted, they must be transformed into instructional objectives. Faculty meetings and in-service training for teachers should be provided to assist them with this task. Districts may find it a very beneficial and rewarding experience to include students according to their level of maturity, in this process of defining instructional objectives.

29. Evaluation of the degree to which the goals are being reached is an inherent and essential part of this total process. Adequate mechanisms must be provided to accomplish this assessment. In addition don't neglect to continue to evaluate the community's awareness of the goals project and ascertain what feedback can be provided by the citizenry.

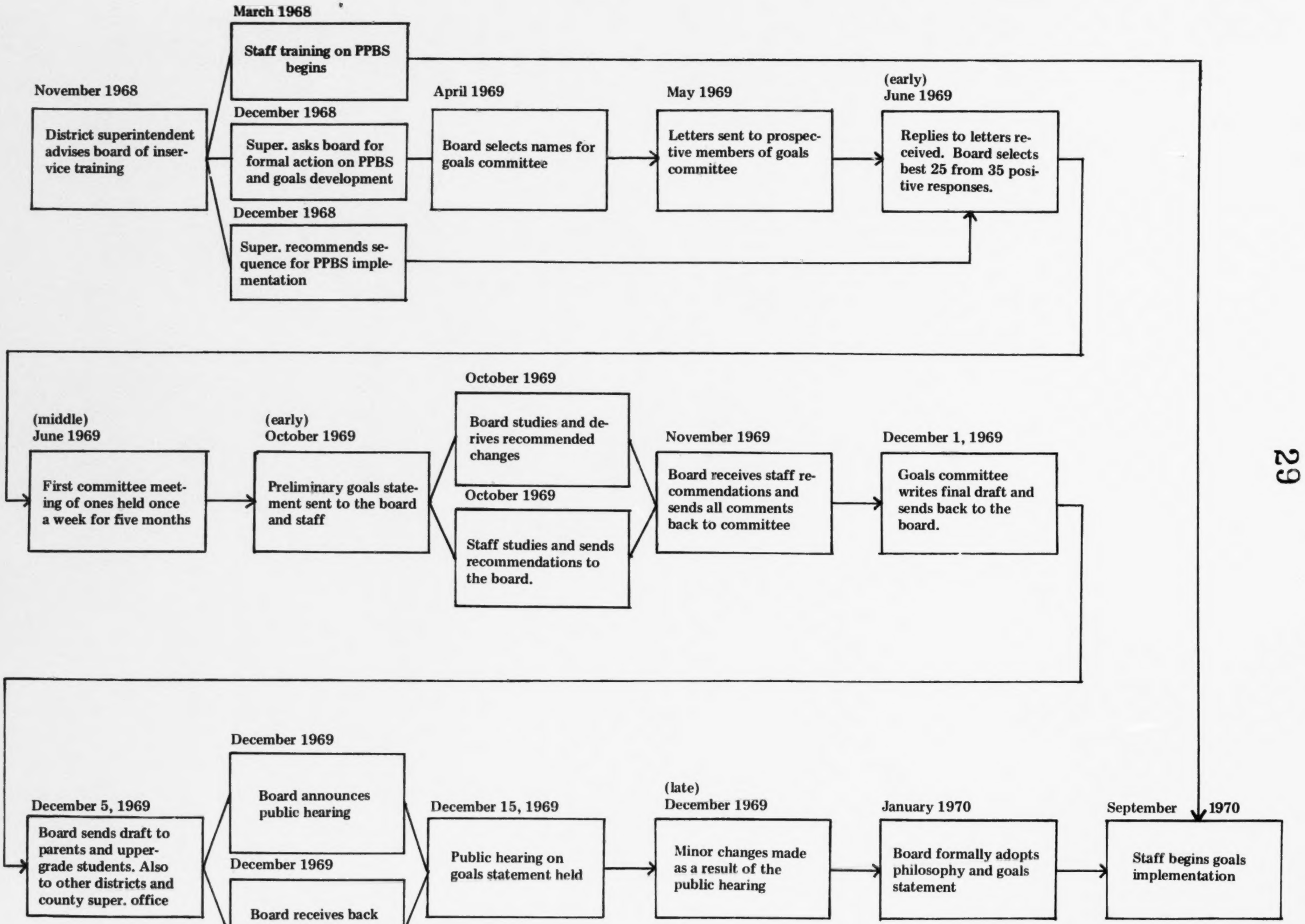
30. Provisions should be made for a re-cycling plan on some periodic time schedule, such as every five years. Goals should never be considered as static, unchanging, or "etched in stone". Determining relevant goals, based on societal needs, is an ever-changing, never ending process.

In the process of societal activation, not only do more people gain a share in the society, thereby reconstituting its structure, but the members themselves are also transformed; they advance along with the society that they are changing. The dynamic relationship thus holds not just between rising groups and the establishment but between the personalities of yesterday and tomorrow, although in a narrow biological and historical sense these are the "same" persons.

— Amitai Etzioni, *The Active Society*, New York: The Free Press, 1968, page 15

APPENDIX A

Mother Lode School District


November 1968
District superintendent advises board of in-service training
March 1968
Staff training on PPBS begins
December 1968
Super. asks board for formal action on PPBS and goals development
December 1968
Super. recommends sequence for PPBS implementation
April 1969
Board selects names for goals committee
May 1969
Letters sent to prospective members of goals committee
(early) June 1969
Replies to letters received. Board selects best 25 from 35 positive responses.
(middle) June 1969
First committee meeting of ones held once a week for five months
(early) October 1969
Preliminary goals statement sent to the board and staff
October 1969
Board studies and derives recommended changes
October 1969
Staff studies and sends recommendations to the board.
November 1969
Board receives staff recommendations and sends all comments back to committee
December 1, 1969
Goals committee writes final draft and sends back to the board.
December 5, 1969
Board sends draft to parents and upper-grade students. Also to other districts and county super. office
December 1969
Board announces public hearing
December 1969
Board receives back written recommendations
December 15, 1969
Public hearing on goals statement held
(late) December 1969
Minor changes made as a result of the public hearing
January 1970
Board formally adopts philosophy and goals statement
September 1970
Staff begins goals implementation

MOTHER LODE GOALS AND PHILOSOPHY DEVELOPMENT FLOW CHART

PHILOSOPHY AND GOALS FOR EDUCATION IN THE MOTHER LODE UNION SCHOOL DISTRICT

Adopted by Board of Trustees January 5, 1970

PHILOSOPHY OF EDUCATION

For a philosophy of education to be acceptable and appropriate it must reflect the needs, resources, and desires of the people it serves and, at the same time, recognize the aspirations, ideals, and goals embraced by them. This report is the result of a diligent effort to state a philosophy that is truly acceptable and appropriate to this district.

A consequence of this effort is, for example, the inclusion in the philosophy of a strong statement regarding the early development of manual and mechanical skills, and of the social and economic significance of such training.

But all these philosophical concepts resulting from the committee's discussions are considered to be equally pertinent:

The fundamental influence on the child and his future is the light in which the importance of elementary education must be judged. His lifetime attitude toward society, toward himself and his own self-improvement will be formed during these early years. The skills he acquires will be a determining factor of his future opportunities. The knowledge and understanding he gains of himself, the pride and self respect he achieves, the joy or disillusionment he experiences in learning, will have lasting effects. As he enters school his eagerness to learn is at its highest, his enthusiasm at its peak; most willing and most impressionable, he can be encouraged toward learning's excitement or repelled by dogma's dullness, whichever he encounters.

Because . . . .

Learning to think and to use knowledge is the over-all objective of true education, rather than the mere accumulation of facts, important as the latter may be. To open and enrich the mind, to develop the techniques of reasoning, logic, and creative thought is the essence of education and the underlying emphasis implicit in the specific goals.

Realizing . . . .

Complete honesty and candor are essential in the presentation of facts and information in all areas of learning. The obligation of educators to present the whole picture, fairly and without bias, — of whatever study, from history to drug abuse — and with the most dependable facts available, is indispensable both to the development of the student's ability to think clearly and responsibly and to the rebirth of trust in the educational system.

And acknowledging . . . .

The varying capabilities among individual children has been made apparent by the universality of today's education. A single standard of accomplishment for all has become intolerable as well as impossible. The ideal of the "average" penalizes the gifted, defeats the slow, and leaves the average with the uncomfortable conviction that it is not quite good enough. Equal opportunity as an American prerogative need not suffer from an honest appraisal of the realistic task education must face.

That task has generated new approaches to the problem of providing a wider latitude of instruction and achievement. The ideal of education geared to the individual's ability and designed to preserve his enthusiasm and confidence has inspired the introduction of various forms of the differentiated program, encouraging the child to learn at his own pace.

The learning process begins much earlier than the age when formal schooling now starts. If, as scientific research indicates, the years of keenest receptivity are those now treated as pre-school, why should education wait? Here lies the possibility for promoting earlier accomplishment and more rapid attainment of basic skills which could in turn permit greater enrichment of the general elementary curriculum. The results could have great significance.

But any attempt to envision enriched education is immediately confronted by the limitations of the one period/one subject curriculum structure. The far greater opportunities permitted by the combining of inter-related subjects, or the development of some form of the core concept, is apparent. Since neither the child's abilities nor the life for which he prepares are so departmentalized, why should his education be?

In this connection . . . .

The development of manual and mechanical skills has a double thrust and a double value. It recognizes that a considerable percentage of children will have neither the academic qualifications or the desire to seek education beyond high school and that, unless other talents are recognized early and encouraged on a continuing basis, the contribution of these students as productive members of society may be lost or diminished. We believe these valuable skills need to be developed and deserve to be a source of pride, dignity, and self respect. To leave the discovery and development of this potential to the high school years places upon the child a defeating burden of discouragement.

Also, manual ability is another facet of well-rounded development, often complementing academic talents. Presentation of the challenge of these skills to all children, boys and girls, would not only increase their self-sufficiency but would do much to insure a proper appreciation of those who do attain manual proficiency. We strongly believe the introduction of this aspect of education would contribute a generation who would have a more broadly based economic independence and more realistic attitudes toward worth and work.

We realize . . . .

The quality of teachers determines the quality of education. The prime requisite to the implementation of a philosophy and achievement of goals is, in the final analysis, a corps of teachers with the professional ability, personal dedication, and enthusiasm to accomplish the ideals expressed.

And recognize . . . .

Parental interest, understanding, and cooperation are the foundation of a child's success in his educational environment. The most ideal philosophy, the highest goals, stand little chance of achievement unless supported at the parental level. Informed of changes and improvements in the system, apprised of his own child's needs, the parent can provide that extra measure of encouragement so often required for success. For this reason, the attainment of a sound rapport between parents and teachers deserves continued attention, though the impetus in this direction seems less likely to come from parents, than from educators who are aware of the imperative nature of the problem.

And since . . . .

Education is the child's key to the door of a dynamic future. It must prepare him with the strengths of character and flexibility of mind to meet the challenge of continuing change. He will live in an era of increasing technological advances in which he will need to feel competent and at ease. Properly introduced to the concepts of a "computerized world", he will be encouraged to take advantage of the benefits rather than fear the consequences of these developments.

But he prepares for the transition to an adult society still faced with many age-old problems. He will need to understand that certain ethical values are necessary to Man's continued existence. There can be no conflict between the teaching of such values as integrity and loyalty, for instance, and the rights of the individual.

The ideal for which our country stands need only be presented in the honest light of history to inspire the pride, love, and determination necessary to their eventual realization.

The school is the community in microcosm, and many of the same rules must apply, differing only in degree. That liberty must respect the rights of others; that freedom must parallel responsitility; that discipline is an indispensable, adjunct to both liberty and freedom, are fundamentals which appear to require re-emphasizing. To permit the child to assume that the world is otherwise, ill-prepares him for adjustment to adulthood and diminishes the possible effectiveness of his accomplishments.

Finally . . . .

The ideas expressed in this report have been developed in the belief that elementary education must fulfill these fundamental requirements: . . . .

- Constitute a satisfying and challenging experience for children of diverse backgrounds and varying degrees of natural ability;
- Stimulate such interest and ambition in each child as will encourage him to continue his education along lines most likely to lead to the maximum development of his full potential;
- Provide thorough preparation for entrance into high school and continuing education;
- Lay the foundation for good citizenship and a useful, productive and satisfying life.

. . . . and have resulted in the determination of the following Goals:

GOALS AND RECOMMENDATIONS

During the years a child spends in elementary school, he will acquire certain basic skills, knowledge and attributes which will become a part of his being, serving him throughout his life. This committee has expressed as goals certain qualities to be developed and skills to be mastered by the child in the course of his elementary education. The committee recognizes that the methods used to implement these goals must of necessity be determined by professional educators and that the educational program must be adapted to the capabilities of the individual child, but the goals themselves are believed essential to the child's development.

During the process of elementary education the child should have mastered the ability to learn and to think constructively and critically. The child should be wholly prepared for further education to be continued at the high school level. More specifically, the committee believes that elementary education should be instrumental in development of:

1. A child who has acquired the basic academic skills which will lead to further attainment and accomplishment;

   a. He should have developed a high level of reading skill. Reading is the foundation upon which all education is based. Development of reading should be related to other subjects and should include appreciation of good literature.

   b. He should have received instruction in language, spelling and composition. The importance of English, its correct use in spoken and written form, cannot be over-stressed. Language best serves communication when properly used, grammatically and expressively.

   c. He should have developed an understanding of mathematics and its practical applications.

2. A child who has developed the living skills necessary to get along with others;

   a. His education should include a restatement and reinforcement of home-taught values of honor, honesty, loyalty, integrity, dependability, courtesy and respect for self and the rights of others.

   b. He should be familiar with methods and benefits of cooperation as exemplified by sports activities, student government and class projects. He should have an understanding of and respect for the law as a fundamental of cooperative existence.

   c. He should appreciate the value of self-discipline as the individual's answer to arbitrarily imposed discipline and as a matter of enlightened self-interest.

   d. He should have developed an ability to communicate effectively and properly with others. The quality of listening politely to the opinions of others and appraising such opinions fairly and objectively is an important key to communication.

   e. He should have developed the ability to think and act responsibly.

   f. He should have developed an understanding and appreciation of his individual worth as well as that of others. An individual must understand himself before he can understand and relate to others.

3. A child who is experienced with manual skills and recognizes their importance;

   a. He should have been given an opportunity to develop manual dexterity and mechanical abilities and be introduced to the concept and use of tools to round out his development.

   b. He should have been encouraged to pursue whatever interest he shows in the manual skills and should have received recognition displayed in this field for outstanding performance.

   c. He should have developed an appreciation for the importance and dignity of manual and mechanical work through actual experience in this area.

4. A child who has an appreciation for the parallel development of mind and body;

   a. He should have developed an awareness of the value of physical fitness and the development of a healthy body through a proper program of physical education.

   b. He should know that improper use of drugs and other excesses may impair mental and physical health, perhaps frustrating his realization of the most fundamental values of life.

   c. He should have developed an awareness of the various aspects of mental and physical health and of human growth and development, which are due special consideration and should be included in a well coordinated program as part of the broader subjects in sociology, biology, physiology and anatomy.

5. A child who is aware of his relationship to other people in his community, his nation and the world;

   a. He should have developed an awareness of the ways in which his community functions, achieved through contact with local individuals with special expertise in specific fields, and other community resources.

   b. He should have developed a realistic understanding of history and of how American history relates to contemporary world events, leading to a lasting and meaningful pride in and loyalty to our country.

   c. He should have developed a concept of the meaning of freedom and a sense of the importance of individual civic responsibility in our society.

   d. He should be aware that the economic system in the United States has gone hand in hand with our system of political freedom and that each has contributed to the strength of the others.

   e. He should have developed an appreciation for and knowledge of the principle cultures of the world together with their interrelationships, their similarities and their differences.

   f. He should have achieved familiarity with at least one foreign language as a basis for a better understanding of cultures other than our own. Knowledge of a second language broadens the outlook of the individual, helps him to better understand other cultures and fortifies his knowledge of his own language.

   g. He should know that the evolution of civilization has been a slow and often painful process and that the experience of history is the best guide we have to the future, albeit not always a perfect one.

6. A child who has been introduced to and has developed a basic appreciation of the world of science and technology;

   a. He should have participated in a balanced program of class work and laboratory activities designed to teach basic concepts and stimulate interest in further achievement.

   b. He should have been introduced to the role of computers as a tool in science, business and government.

   c. He should have received the opportunity to see science and technology at work at home and in his own community through a well planned program of field trips and use of community resources.

   d. He should be aware of the place of man in his environment and have an appreciation of the probable consequences of unwise conservation practices upon that environment.

7. A child who has experience in and appreciation for the arts as an integral part of life and learning;

   a. He should have developed an appreciation for the graphic, musical, dramatic and literary arts as an adjunct to and extension of the total learning experience.

   b. He should have developed a capability in and appreciation for the arts as a means of personal fulfillment and inspiration.

8. A child who has acquired techniques of creative and independent thought;

   a. He should have been introduced to the creative approach to problem solving.

   b. He should have experience in conceiving and carrying through original ideas.

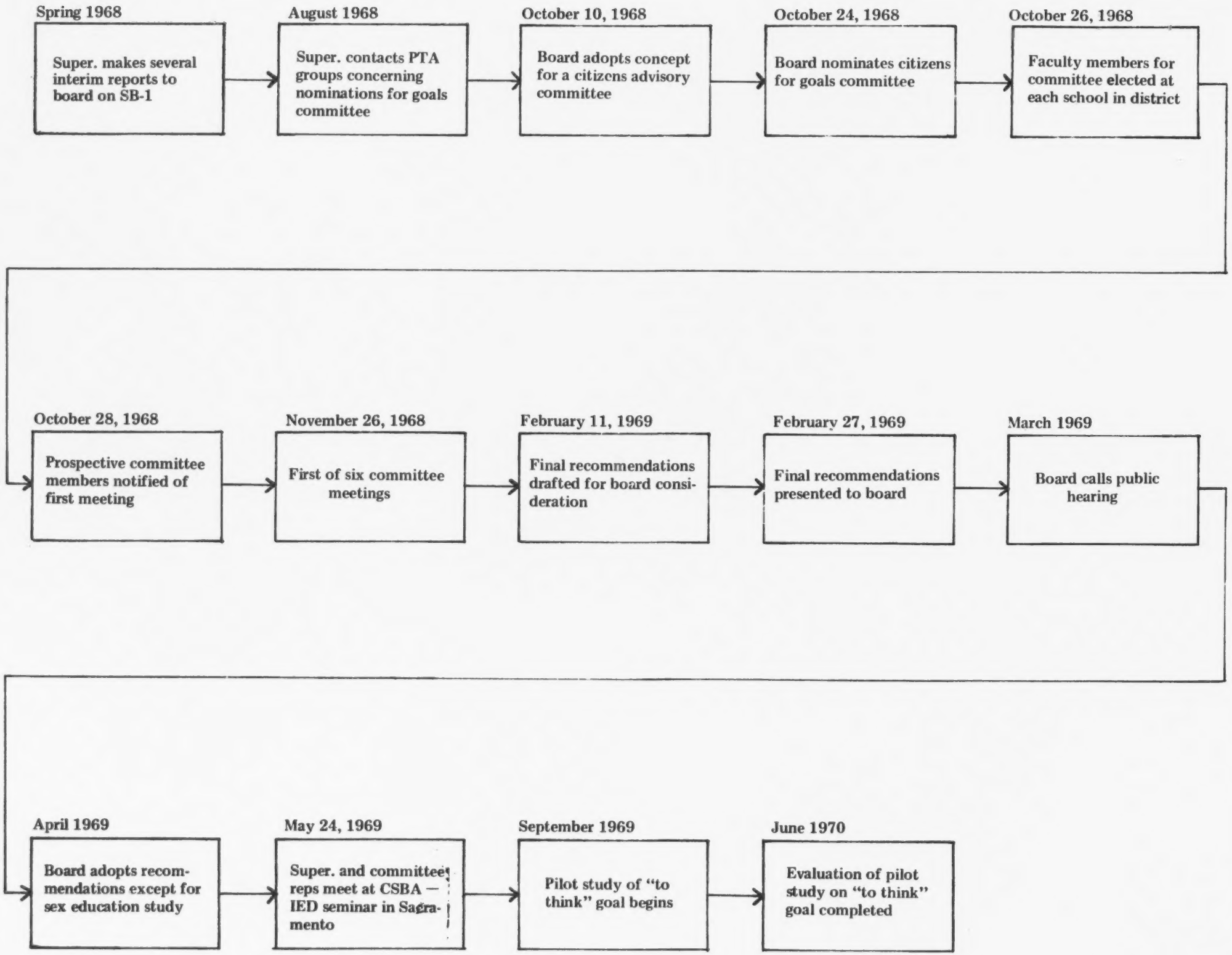
   c. He should have had practice in pursuing investigations and defending independent conclusions.

   d. He should have developed an appreciation of excellence and good taste.

APPENDIX B

Saugus School District

28a


Spring 1968
Super. makes several interim reports to board on SB-1
August 1968
Super. contacts PTA groups concerning nominations for goals committee
October 10, 1968
Board adopts concept for a citizens advisory committee
October 24, 1968
Board nominates citizens for goals committee
October 26, 1968
Faculty members for committee elected at each school in district
October 28, 1968
Prospective committee members notified of first meeting
November 26, 1968
First of six committee meetings
February 11, 1969
Final recommendations drafted for board consideration
February 27, 1969
Final recommendations presented to board
March 1969
Board calls public hearing
April 1969
Board adopts recommendations except for sex education study
May 24, 1969
Super. and committee reps meet at CSBA — IED seminar in Sagramento
September 1969
Pilot study of "to think" goal begins
June 1970
Evaluation of pilot study on "to think" goal completed

SAUGUS GOALS DEVELOPMENT FLOW CHART

SAUGUS UNION SCHOOL DISTRICT
Saugus, California

MINUTES

Citizens' Advisory Committee
February 11, 1969

The meeting of the Citizens' Advisory Committee was called to order at 7:30 p.m. on February 11, 1969, at the Rosedell School. Several guests from both within and outside the district joined the meeting because of their concern over various family life education courses being introduced in some school districts. The meeting was broken up into small groups for discussion purposes. The following recommendations will be made to the Board of Trustees at the regular Board Meeting on February 27, 1969, at 7:30 p.m. by representatives from the committee:

1. A greater emphasis in the instructional program is needed on drug abuse. All students should receive as soon as possible instruction in the hazards of glue sniffing. Each upper grade class should have an instructional unit on drug abuse prior to graduation.

2. More material on economic concepts and our American economic system should be taught in the schools in an effort to produce intelligent consumers and to meet the needs for an economically literate citizenry.

3. An extensive feasibility study should be made on family life education to determine if such a program is needed, if parents desire a program, and an analysis of various materials, programs, and problems encountered in other communities. The study group should be as representative as possible of the total viewpoint of the community and contain representatives from all parent groups, church groups, civic groups, and school faculties.

4. The committee recognizes that a trend exists in the district toward an ungraded program as an outgrowth of the multi-grade program. A continuous program of communication with parents on the educational advantages of an ungraded organizational plan should be maintained.

5. After some exploratory discussion of staffing patterns, organization, and procedures, the committee recommends that further study be made by a team consisting of school personnel and by parents with special knowledge of management procedures. The purpose of the study would be to analyze the procedures, the use of personnel, and the organizational patterns which are used to accomplish the goals of the district and suggest any possible modifications which might produce greater effectiveness and efficiency.

Jim Foster
Temporary Recorder

-30-

Adopted Goals of Instructional Program

Set by the Goals Committee

A. The Major Objectives of Education in the Saugus District

1. To develop skill in basic tool subjects which will enable the individual to pursue life-long learning.

2. To teach students how to think, and to help students develop modes of inquiry so that the student can function as a citizen in a rapidly changing society.

3. To become aware of basic concepts, knowledge, and the structure of selected academic areas.

4. To develop habits of good citizenship and self-discipline.

5. To develop appreciation for our American heritage and our economic system.

6. To expose students to important elements of the humanities and our cultural heritage.

B. Educational Program

1. It is expected that each student will be considered as an individual, and that a consistent effort will be made to present a challenging program so that each student has opportunity to meet the outlined objectives to the best of his capabilities.

2. It shall be the philosophy of the district to present an educational program based on student capability without regard for artificial grade level barriers.

3. The Saugus schools are not primarily responsible for those aspects of child growth and training traditionally assigned to the home, the church, the community, and other agencies.

C. American Heritage and Economic Literacy

1. One of the major responsibilities of the classroom teacher is the development of a lifelong love of our American heritage. It is expected that a conscious effort on a regularly planned basis shall be made by each teacher.

2. Each teacher shall be responsible for developing economic concepts and appreciation for our economic system commensurate with the maturity level of his students.

3. Our way of life and our economic system has produced the highest degree of personal freedom and the highest standard of living the world has ever known. Imaginative teaching will enable students to discover how this system developed, its advantages, and what responsibilities our citizenry have to nurture and preserve our American heritage.

SAUGUS UNION SCHOOL DISTRICT

ADDITIONAL PROGRAM GOALS
WRITTEN BY THE SUPERINTENDENT

1. Each child in the district with special needs which result from a physical handicap shall be placed in a program which will most properly meet the unique needs and develop the youngster in his fullest potential.

2. The goal of the summer school program is to offer a program of basic education and enrichment to extend educational opportunities for students during the summer vacation period.

3. Each student should become aware of the basic concepts, knowledge, and the structure of selected academic areas. In addition, each student should develop appreciation for our American heritage and our economic system. The following sub-skills shall be developed as a result of the project:

   a. To develop an ability to read and interpret maps and globes.

   b. To recognize major world physical and cultural distribution patterns.

   c. To understand regional concept and ways of interpreting man-land relationships within a region.

   d. To develop an ability to read and interpret maps and globes to other specialized media used in geographical analysis.

   e. Understand the basic facts about the history of our country and of other areas of the world.

   f. Use his knowledge of our heritage and that of other areas to interpret present ways of living.

   g. Develop skill in gathering and interpreting information as an aid to critical thinking and problem solving.

   h. Learn to recognize likenesses and differences in ways of living in different parts of the world.

   i. Learn to base attitudes toward people of other lands (and at home) on awareness of the problems which they face.

4. To provide support media in the form of motion pictures and district audio-visual aids to enhance the instructional program.

5. To make available to staff members the opportunity to upgrade their professional competency through attendance at conferences, workshops, and meetings in addition to district in-service training activities.

6. (In terms of job description of Director of Instruction)

a. Provides leadership in the development and improvement of educational services, interprets the curriculum and assists the principals in the supervision of instruction.

b. Acts as a member of the management support team which develops general policies concerning the instructional programs and coordinates the execution of developed policies.

c. Develops curriculum materials and works with faculty committees concerned with the curriculum, guidance, and the instructional program.

d. Organizes and administers the in-service education program for the professional staff and coordinates the services of advisory personnel.

e. Prepares special and periodic reports and compiles statistical information.

f. Performs such other duties as are assigned by the superintendent.

7. To provide personnel for supervision at playgrounds, multi-purpose rooms, and other school premises during lunch hour as provided in Education Code Sections 13561.1 and 20801.

   To provide health services as follows:

   a. Vision screening annually for all students with a modified clinical examination for all first graders and referrals.

   b. Hearing screening for all first grade pupils, pupils new to the district, and other referrals.

   c. Speech defect screening for all referrals.

   d. First aid for pupils as required.

   e. Maintenance of necessary pupil health data records — measles and polio immunizations, vision, hearing, etc.

8. To provide psychological services for identification and placement of exceptional pupils (educable mentally retarded, educationally handicapped, gifted, etc.); for counseling with pupils, parents, and staff about individual pupil or behavior and/or educational problems; for consultation concerning relevant psychological data sources in development and implementation of instructional programs.

   To promote regular pupil attendance and to maintain and prepare necessary pupil attendance records and reports.

   To provide district-wide testing and evaluation services including:

   a. State mandated testing.

   b. Such additional group testing as the district may determine to be relevant to the evaluation of its objective.

   c. Development of district-normed evaluative techniques and instruments.

9. Board of Trustees

   a. To develop, adopt, and revise district policies and procedures for the control, management and operation of the district.

b. To employ personnel.

c. To adopt an annual budget.

d. To perform an ongoing evaluation of the instructional program.

e. To evaluate the performance of the superintendent.

Superintendent

a. To serve as executive officer of the Board of Trustees in enforcement and implementation of all decisions and policies of the Board.

b. To act as secretary to the Board of Trustees.

c. To direct, administer and supervise all phases of school district operation.

d. To recruit, recommend selection, and assign all certificated personnel, and to maintain personnel records.

e. To evaluate annually all district certificated personnel and all building principals.

f. To maintain a continuing public information program to serve patrons of the district and the general public.

Business Services

Business Services

a. To maintain a system of budget preparation, budget management, accounting and financial reporting for all funds of the district.

b. To implement and manage the purchase of supplies, equipment, and services necessary to the operation of the district.

c. To direct and manage other aspects of district operation, including elections, bonds, legal affairs, civic center activities, attendance, employee benefits.

d. To recruit, recommend selection, and assign all classified personnel and to maintain personnel records for classified employees.

10. The district will seek to provide better than average school facilities, adequately equipped, and set in a harmonious environment. The district will endeavor to utilize design, construction methods, and materials that will assure school facilities that will be adaptable to changing instructional methods over an extended period of years, and to do this within cost limits set by the State School Building Fund regulations. These general goals may be translated into more detailed goals as follows:

    a. To maintain a continuing liaison with the district architectural firm(s) during all phases of site selection, facilities, planning, and construction.

    b. To maintain a continuing surveillance of district growth and enrollment patterns as a basis for site selection and facilities construction.

c. To coordinate, supervise and/or perform the several tasks leading to site acquisitions — including identification of alternate locations, appraisals, engineering studies, negotiations, approvals of Regional Planning, Bureau of School Planning, Office of Local Assistance, condemnation or escrow proceedings.

d. To prepare and/or provide necessary data for the preparation of Justification Documents and State School Building Fund applications (site, plans, construction).

e. To maintain master files and other related files to handle all correspondence relating to the construction management program of the district.

f. To do the financial accounting, including accounts payable, for the State School Building Fund of the district.

g. To monitor, in close cooperation with the architectural firm, the construction of school facilities under the general contractor, including supervision of the job building inspector.

h. To coordinate, supervise, and/or perform those activities of construction and purchase of equipment deferred from the general contract and to be accomplished by the district.

i. To monitor facilities and equipment following construction for a period of one year, assuring that all corrective measures are taken as necessary and all guarantees met.

11. To involve the district in a cooperative working relationship with the Advisory Commission on School District Budgeting and Accounting (Department of Education) and the selected contractor to implement PPBS in the budgeting—accounting—instructional operation of the district during 1969-70, using the format developed during 1968-69.

    To test concepts, procedures, and instruments developed through the 1968-69 PPBS project.

    To evaluate the effectiveness and applicability of the PPBS format developed in 1968-69.

    To involve district personnel in a continuing in-service activity to develop staff responsiveness and commitment to institutional programs built around behavioral objectives.

    To develop valid evaluative devices for use in evaluating general education and special education program objectives formulated in 1968-69.

12. To keep all physical plants open and ready for use, all buildings, equipment, and grounds neat, clean, healthful and attractive at all times for pupil, staff, and public use.

    To maintain buildings, equipment, and sites in the best possible condition for efficient utilization

    a. through preventative maintenance.

    b. through routine maintenance.

    c. through emergency maintenance when necessary.

    d. through equipment replacement.

    To provide for utility services, inter-district mail and delivery service, and hauling.

13. To provide effective and safe transportation to and from school for regular pupils plus EMR, TMR, EH and Hard of Hearing pupils* who live one mile or more from their school.

    *Costs for these pupils will be allocated to appropriate programs at the conclusion of the year or credited as an abatement.

14. To make milk available for pupil or staff purchase including providing milk and lunch for needy pupils at minimum cost to the district.

    To make space, supplies, and necessary furniture available for pupils to eat lunch and to maintain these facilities in a clean and sanitary condition.

    To provide all required reports to County, State and Federal agencies.

15. To provide for receiving, warehousing, and filling requisitions of consumable instructional, office and custodial supplies.

    To act as central receiving for all supplies and materials ordered on buy out by any district program.

    To provide packaging and shipping service for repairable audio-visual equipment being sent out for repairs.

    To receive, stamp, and distribute all state textbooks obtained via the Annual Textbook Order.

    To maintain supplies of district publication.

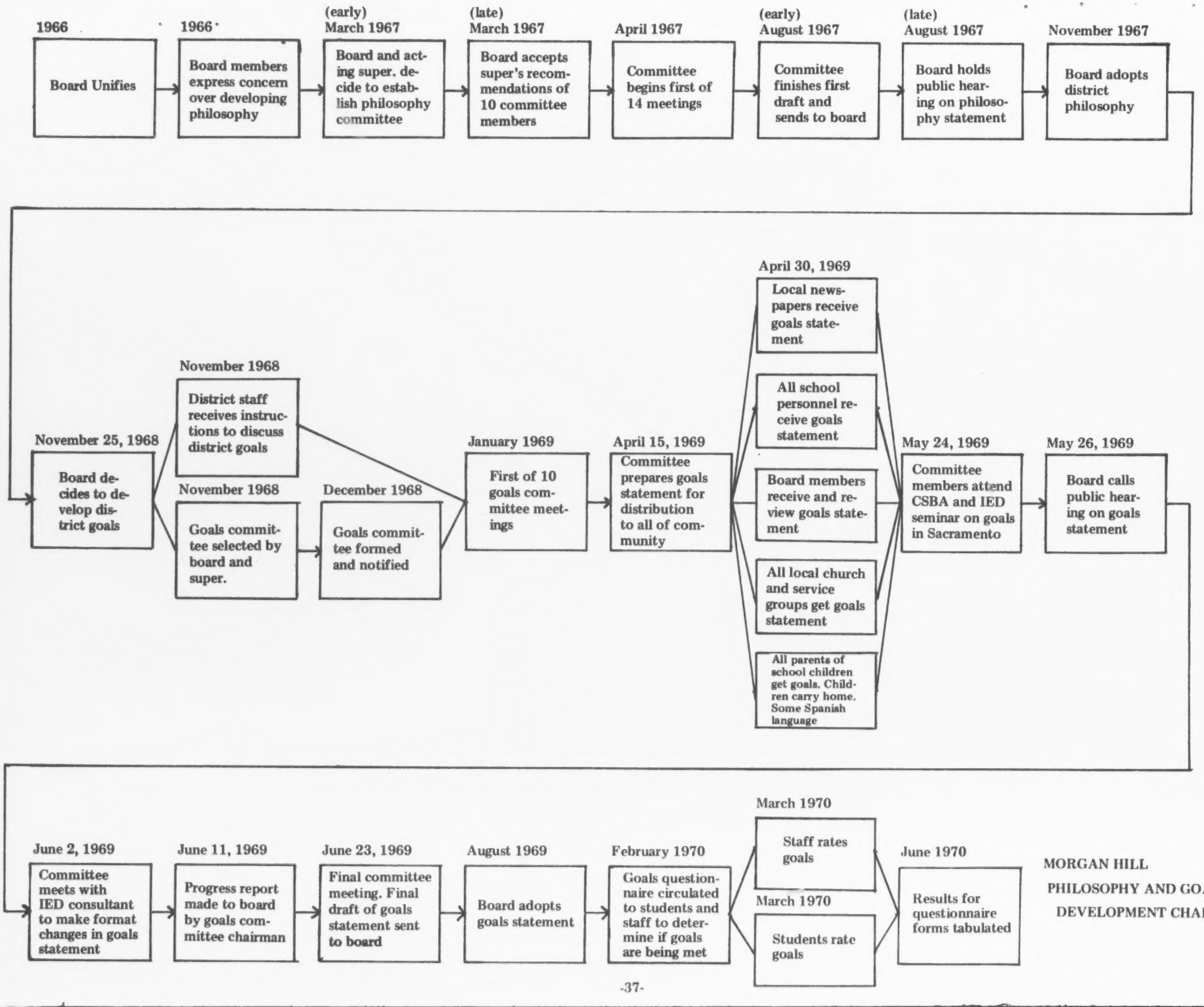
16. To permit, encourage, and provide for use of school district facilities by community groups and organizations whose purposes and objectives contribute to the development and welfare of the community at large.

    To cooperate with the Los Angeles County Parks and Recreation Department in making possible their conduct of various programs at school facilities both during the school year and school vacation periods.

    To purchase equipment and provide grounds, improvement, maintenance and operation that will make school playgrounds available for community recreational use during non-school hours.

APPENDIX C

Morgan Hill School District


1966
Board Unifies
1966
Board members express concern over developing philosophy
(early) March 1967
Board and acting super. decide to establish philosophy committee
(late) March 1967
Board accepts super's recommendations of 10 committee members
April 1967
Committee begins first of 14 meetings
(early) August 1967
Committee finishes first draft and sends to board
(late) August 1967
Board holds public hearing on philosophy statement
November 1967
Board adopts district philosophy
November 25, 1968
Board decides to develop district goals
November 1968
District staff receives instructions to discuss district goals
November 1968
Goals committee selected by board and super.
December 1968
Goals committee formed and notified
January 1969
First of 10 goals committee meetings
April 15, 1969
Committee prepares goals statement for distribution to all of community
April 30, 1969
Local newspapers receive goals statement
All school personnel receive goals statement
Board members receive and review goals statement
All local church and service groups get goals statement
All parents of school children get goals. Children carry home. Some Spanish language
May 24, 1969
Committee members attend CSBA and IED seminar on goals in Sacramento
May 26, 1969
Board calls public hearing on goals statement
June 2, 1969
Committee meets with IED consultant to make format changes in goals statement
June 11, 1969
Progress report made to board by goals committee chairman
June 23, 1969
Final committee meeting. Final draft of goals statement sent to board
August 1969
Board adopts goals statement
February 1970
Goals questionnaire circulated to students and staff to determine if goals are being met
March 1970
Staff rates goals
March 1970
Students rate goals
June 1970
Results for questionnaire forms tabulated

MORGAN HILL
PHILOSOPHY AND GOALS
DEVELOPMENT CHART

MORGAN HILL UNIFIED SCHOOL DISTRICT

PHILOSOPHY OF EDUCATION

The Morgan Hill Unified School District has two interrelated tasks: (1) a continuing assessment and development to the greatest degree possible of the human potential within each individual student; and (2) a continuing assessment of the needs of a changing society and the subsequent preparation of each student for a responsible role in this interdependent society.

ADOPTED: November 1, 1970

To carry out this philosophy the teachers, the administrators, the students, the classified employees, the board of education, and the community must be partners in directing their efforts toward

1) knowing each student as a unique individual with special talents and needs;

2) providing the type of learning and educational climate that will allow each student to grow as an individual and will arouse his curiosity and allow for creativity;

3) become increasingly aware of the changing patterns, roles and needs of society;

4) preparing students for their unique roles in society;

5) giving students the opportunity to develop respect for the democratic process and a sense of responsibility by giving them increasing opportunity commensurate with their maturity to engage in such activity;

6) fostering open communication among all elements of the school and community complex.

There are specific responsibilities that each element of the school and community needs to assume if these general goals are to be translated into reality.

THE TEACHERS of the Morgan Hill Unified School District are the key to any realization of the District philosophy. The teachers must

1) continually cultivate those elements of character and personality that allow them to realize more effective rapport with students;

2) understand the psychology of the children entrusted to them;

3) become as expert as possible in teaching in the area of the curriculum assigned to them;

4) be willing to participate in such extra-curricular activities as have been determined to be of benefit to the students;

5) be willing to participate in faculty committee work, take an active part in professional organizations, and take an active interest in the district and community.

THE ADMINISTRATORS should be the leaders and catalysts in the educational process. The truly professional administrator

1) assists and advises the teaching staff in ways of becoming more effective — commending as well as recommending;

2) makes assignments equitably and in such a way that each staff member is able to do his best work;

3) encourages innovation, controlled experimentation, and continuing curriculum improvement;

4) has an enlightened plan for recruiting the best new teachers available;

5) is active in professional organizations and sensitive enough to evaluate his schools in the light of what's happening elsewhere;

6) serves as the main bridge between school, board of education, and community;

7) sees that school policy is implemented.

THE STUDENTS are, of course, the recipients of all our endeavor; but they are by no means merely passive participants. They should be partners in the educational process and are expected to assume certain increasing responsibilities as they mature. Students should increasingly

1) realize that their current vocation is that of a student, that it is a respected and honored vocation, and that excellence is a reward in itself;

2) be helped to recognize their own strengths and weaknesses so that they might better guide their own lives;

3) realize that cultural differences are a vital part of America;

4) realize that they are citizens of their school, their community, their state, their country, and the world; and that with their privilege of citizenship come duties and responsibilities as well as rewards;

5) be encouraged to participate in non-academic school, community, and church activities in order that they might have an opportunity to develop group leadership, group cooperation, social poise, individual initiative, and to put the theory of the democratic process into practice.

THE CLASSIFIED EMPLOYEES should

1) recognize their importance in a supportive goal in the educational program;

2) provide ready assistance for carrying out the educational tasks necessary for reaching the stated goals;

3) develop skills in their various positions which increase the effectiveness of the total program and allow for maximum efficiency.

THE COMMUNITY expects certain results from its schools. But the schools can operate only at the pleasure of the community in its role as elector and financer. Therefore, the responsible citizen

1) takes an active interest in the school program and in school elections;

2) is aware of the changing requirements of society and of the school's attempts to meet these challenges, or initiates action if the school is negligent in its role;

3) demands that good teachers be secured and retained and that these good professionals be allowed to carry out their professional roles;

4) sees that the community is providing the proper financing for the type of program it demands;

5) as a parent, sees to it that a positive atmosphere is provided in his own home toward learning, and accepts the responsibility of requiring school attendance of his child.

THE BOARD OF EDUCATION occupies a uniquely powerful position in the educational structure. The board should

1) develop and continually re-evaluate a workable philosophy for the district in the light of changing conditions;

2) be extremely sensitive to both the community's and the educator's needs in the field of education — maintaining constant communication with both areas;

3) consult the judgment of the combined professional knowledge of the many teachers, administrators, and the community at large before making policy;

4) maintain budgetary responsibility.

THE CURRICULUM, as the blueprint for what we hope to accomplish, must

1) be broad and flexible enough to meet the needs of a wide spectrum of student interest and requirements;

2) be so constructed that it arouses and stimulates interest and critical thinking;

3) be meaningful enough so that its purpose is clear to the student and so that he understands and accepts his responsibility for learning it;

4) be flexible enough to change with the demands of the times;

5) reflect the essential quality of the subject matter in question, and does not consist of a mere encyclopedia of facts;

6) be evaluated in the light of stated district philosophy.

THE PHYSICAL PLANT should

1) consist of flexible facilities that liberate students for pursuing individual needs rather than being of such a nature as to force and stifle students in a common mold;

2) consist of realistic "laboratories" for all specific subject area.

MORGAN HILL UNIFIED SCHOOL DISTRICT
EDUCATIONAL GOALS

Adopted: August 20, 1970

Every student in the Morgan Hill Unified School District must be given the opportunity to develop to his greatest potential

I. Skill in the fundamental learning processes

- a. to develop the ability to read effectively.
- b. to develop the ability to listen effectively.
- c. to develop the ability to speak effectively.
- d. to develop the ability to write effectively.
- e. to develop the ability to use numbers and mathematics effectively.
- f. to develop the ability to observe effectively.
- g. to develop the ability to think and to reason effectively.
- h. to develop the ability to think creatively.

II. An understanding of man as an individual

- a. to accumulate knowledge of the psychology of the human being.
- b. to accumulate knowledge of the physiology of the human body.
- c. to develop conduct and actions based on a sense of the student's own individual worth and dignity and the worth and dignity of every individual.
- d. to develop a personal philosophy as a guide to life's choices.
- e. to develop an appreciation for beauty in color, sound, word and motion.

III. Competencies in physical skill and health

- a. to acquire information concerning health, disease and personal safety.
- b. to develop muscular coordination and body control.
- c. to develop appropriate physical skills and an attitude toward the need, physically and mentally, for recreational activity.
- d. to develop a concern for public health and safety.

IV. An understanding of the physical world

- a. to accumulate knowledge about the sciences of life.
- b. to accumulate knowledge about the sciences of the earth and the universe.
- c. to accumulate knowledge about the sciences of physical materials and forces.
- d. to understand man-made environment and its relation to natural environments.

V. An understanding of man in society

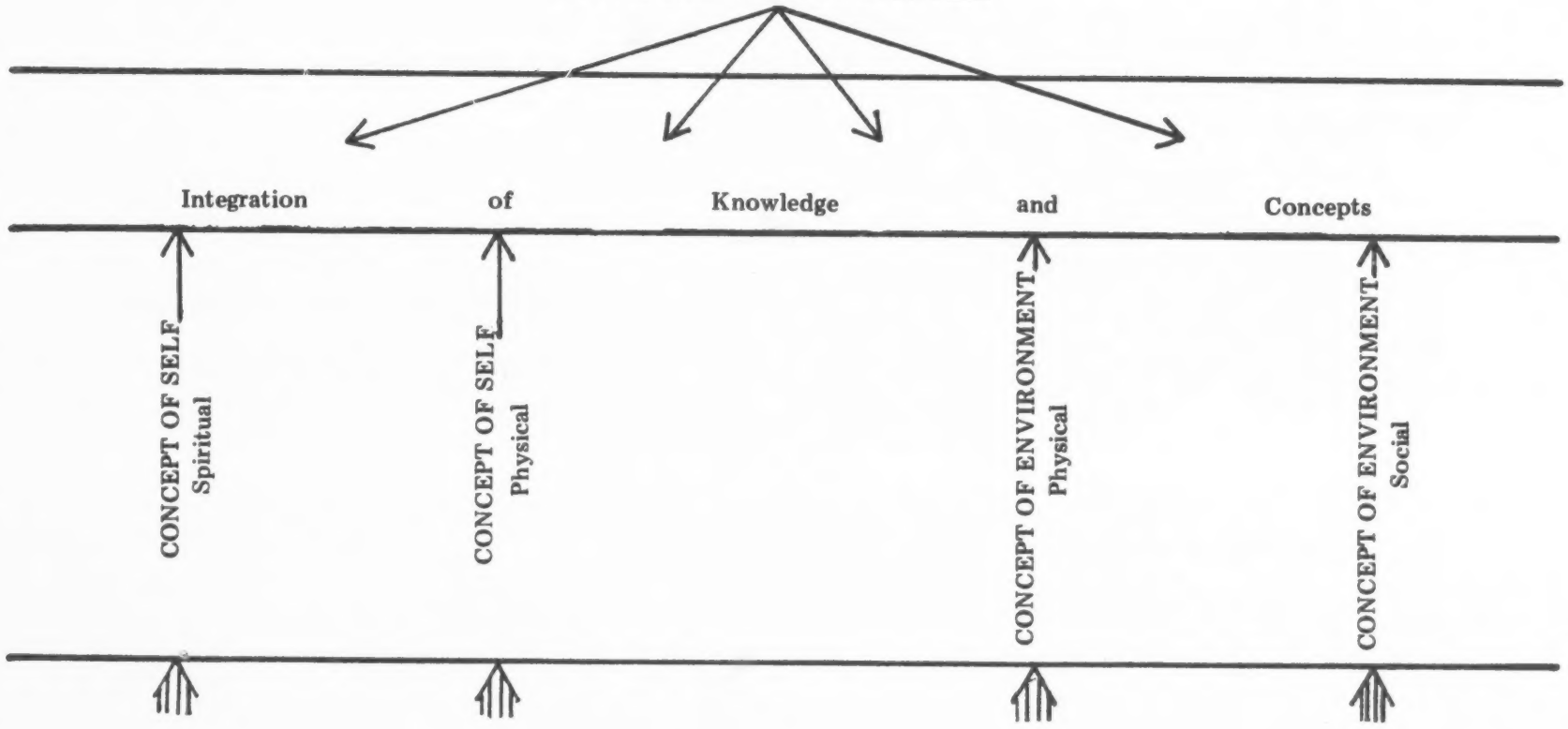
- a. to develop an understanding of the importance of the family and each individual's role and responsibility.
- b. to develop knowledge and appreciation for the rights and responsibilities in a democracy at local, state and national levels.
- c. to accumulate a knowledge and respect for the history of our own and other cultures and civilizations.
- d. to develop an understanding of political patterns in our nation and other parts of the world.

e. to develop an understanding of economic principles and patterns.
f. to develop an understanding of social patterns in our own and other cultures.

VI. Competency to contend with future change

a. to accumulate knowledge about the world of work and make appropriate vocational choices.
b. to develop a marketable skill.
c. to develop economic competence and understanding in personal buying, selling and investment.
d. to develop the ability to adjust to a changing environment and the changing demands of society.

Realization and Release
of
Maximum Possible
INDIVIDUAL HUMAN POTENTIAL



RELEVANCE TO INDIVIDUAL AND SOCIAL NEEDS
(In order to develop a positive attitude toward school and the learning process)

1. **Further understanding of these areas and their interdependence through maximum employment of the FUNDAMENTAL PROCESSES OF**
   a) **Language: reading writing, listening and speaking**
   b) **Mathematics**
   c) **Observation**
   d) **Critical thinking**
   e) **Creativity**

KNOWLEDGE AND UNDERSTANDING OF

2--The psychology and nature of human being
Conduct based on a sense of ethics
A personal philosophy of life
Beauty and the contribution of the arts

3--The skills necessary for maintaining health
The skills necessary for personal safety
Skill in body awareness and control
Activities useful throughout life

4--Sciences of life
Sciences of earth and the universe
Structure and effect of man-made environment
Sciences of physical materials

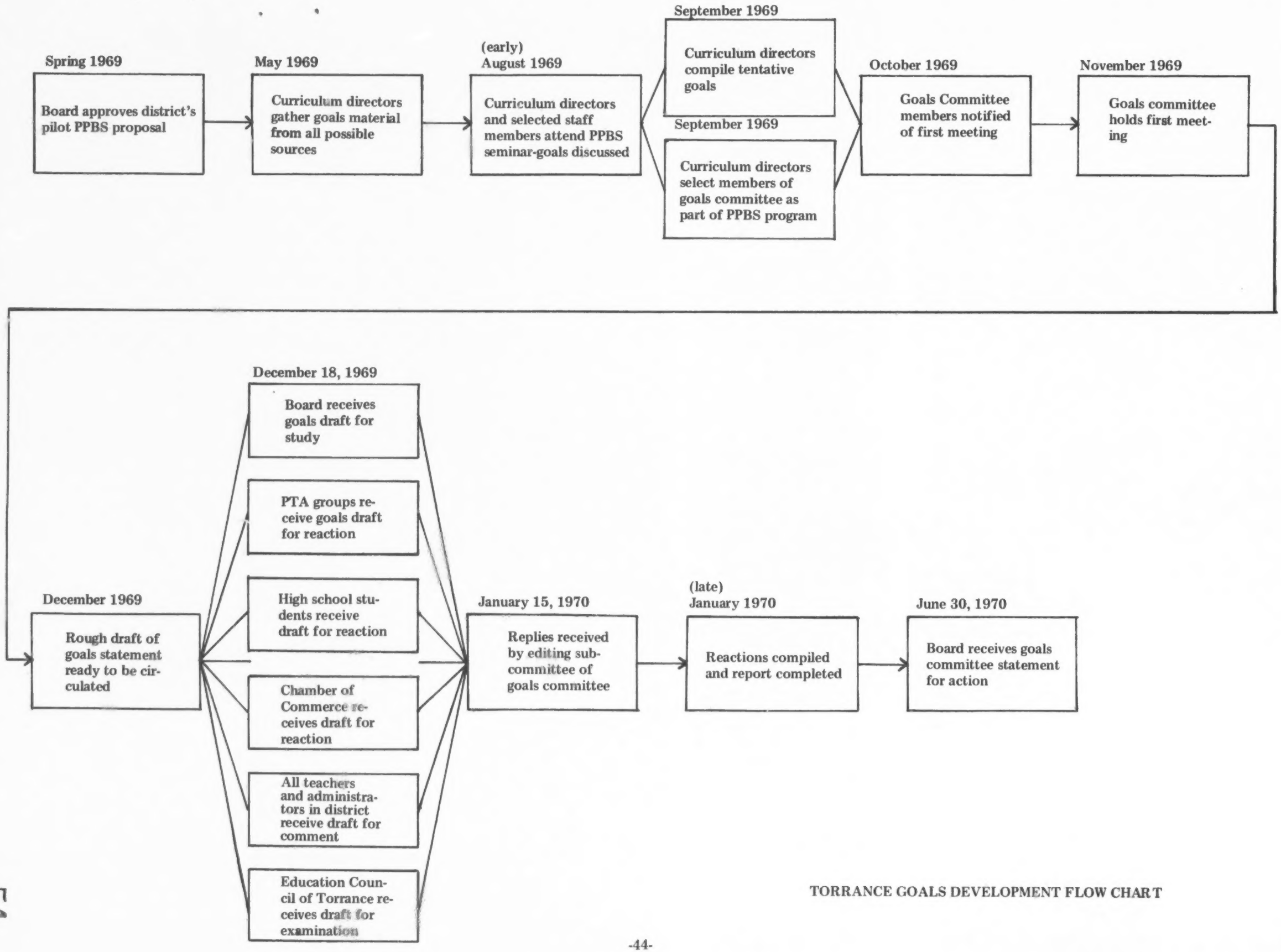
5--Interpersonal relationships
Family structure
History and civic responsibility

6--Preparation for eventual role in the economy

APPENDIX D

Torrance School District

- 43-a


Spring 1969
Board approves district's pilot PPBS proposal
May 1969
Curriculum directors gather goals material from all possible sources
(early) August 1969
Curriculum directors and selected staff members attend PPBS seminar-goals discussed
September 1969
Curriculum directors compile tentative goals
September 1969
Curriculum directors select members of goals committee as part of PPBS program
October 1969
Goals Committee members notified of first meeting
November 1969
Goals committee holds first meeting
December 18, 1969
Board receives goals draft for study
PTA groups receive goals draft for reaction
High school students receive draft for reaction
Chamber of Commerce receives draft for reaction
All teachers and administrators in district receive draft for comment
Education Council of Torrance receives draft for examination
December 1969
Rough draft of goals statement ready to be circulated
January 15, 1970
Replies received by editing subcommittee of goals committee
(late) January 1970
Reactions compiled and report completed
June 30, 1970
Board receives goals committee statement for action

TORRANCE GOALS DEVELOPMENT FLOW CHART

December 17, 1970

TO: MR. BELZER, VICE PRESIDENT
BOARD OF EDUCATION

FROM: MARGARET COLLIN, P.P.B.S. CO-CHAIRMAN

SUBJECT: ROUGH DRAFT OF DISTRICT GOALS

Attached you will find a rough draft of the educational goals developed by the subcommittee under the leadership of Dr. Tyrrell. Of course, we all recognize that involvement is the "name of the game" in the formation and compilation of goals and objectives for our educational programs. Copies of these are being sent to principals, to P.T.A. presidents, to the Chamber of Commerce, and to the Educational Goals Committee of the Citizen's Advisory Committee with requests that all individuals making up the aforementioned groups be requested to react.

Time is of the essence since we are lagging a little behind established deadlines. It would be appreciated if your reactions could be forwarded to Dr. Tyrrell at Wood School by the fifteenth of January.

Thank you so very much, and Happy Holidays!

cc: Dr. Tyrrell
Dr. Mattox

TORRANCE UNIFIED SCHOOL DISTRICT
EDUCATIONAL GOALS

Revised: February, 1970

GOALS STATEMENT

1. **INTELLECTUAL COMPETENCE** Torrance schools should:

. . . Provide a curriculum to meet the needs of all students.

. . . Be provided with teaching facilities adequate and flexible enough to meet the needs of a modern educational program.

. . . Show evidence of being broad, flexible, and adequate at the elementary, middle, and senior high levels, with the provision that all students gain knowledge of basic fundamentals in English, mathematics, social sciences, and science in the early elementary grades, to be expanded by further study as students progress.

. . . Provide opportunities for each student to gain access to the accumulated knowledge and culture of man and to the mechanics of locating needed information and assistance.

. . . Utilize fully all available educational resources.

. . . Have a well organized guidance program which is an integral part of the educational program, basic to individual planning at all levels, and which includes a well defined, long-range program of testing and evaluation at all levels.

. . . Aid each student to develop powers of constructive and critical thinking, solve problems, and to accept responsibility for self-evaluation.

. . . Encourage the professional staff to maintain an up-to-date level of competence in their subject matter fields and in teaching techniques.

2. **ECONOMIC AND VOCATIONAL COMPETENCE** Torrance schools should:

. . . Teach students to be aware of the place of vocations in society and the interdependence of jobs and professions.

. . . Provide all possible opportunities to develop special vocational interests and skills, which will help them find employment.

. . . Offer guidance and counseling to help every student with present and future planning.

. . . Instruct students to utilize their talents in obtaining and holding a job.

. . . Assist all students to understand how to function effectively in a rapidly changing American economic system.

3. **CITIZENSHIP AND CIVIC RESPONSIBILITY** Torrance schools should:

. . . Provide all students those citizenship experiences which emphasize the American heritage and encourage students to assume responsibilities of citizenship.

. . . Stress the development of those behaviors which recognize the legal, civilized, and orderly process of democratic social change.

4. **COMPETENCE IN HUMAN AND SOCIAL RELATIONS** Torrance schools should:

. . . Teach each student to understand his responsibilities to his immediate and expanding environment.

. . . Emphasize the importance of social skills and recognition of the family as a basic social institution.

. . . Help to develop in all students a respect for the rights of others as individuals and as groups.

5. **MORAL AND ETHICAL VALUES** Torrance schools should:

. . . Assist in the development of ethical standards of conduct and basic integrity.

6. **SELF-REALIZATION AND MENTAL AND PHYSICAL HEALTH** Torrance schools should:

. . . Provide opportunities and encouragement for each student to be creative in one or more fields of endeavor.

. . . Help every student attain good physical, mental health, and safety habits.

. . . Provide encouragement for the worthy use of leisure time.

APPENDIX E

Working Documents from the Four Districts

2

47-a

MOTHER LODE UNION *School District*

2227 Pleasant Valley Road -:- Diamond Springs, California

KENNETH LOWRY
District Superintendent

Mailing Address:
Post Office Box 386
Diamond Springs, California 95619
Telephone (916) 622-6464

May 15, 1969

In recent months action at the state level has placed great responsibility on local school boards. With the enactment of Senate Bill 1 greater freedoms have been extended to local school districts.

The Mother Lode District Board of Trustees wishes to exercise freedom and responsibility with care. We wish to reflect the desires of our communities. We do so while seeking instructional improvement that will insure the success of each student within his capabilities.

We must establish a philosophy of public education that represents our constituents and references the larger society in which we all live. We must develop educational goals that reflect the philosophy and finally, continue to refine instructional practices so they are harmonious with the established goals.

We are in the process of selecting a committee of residents from the district that will work toward the development of the philosophy and goals to be recommended to the Board of Trustees. The task, while not easy, will be interesting and rewarding. Once accomplished, a sound contribution toward the improvement of our school will then have been made.

The time schedule calls for completion of the work by January 1970. In the intervening time, there will be a considerable number of meetings. At the meetings there will be discussion, study, guest speakers, reading and decision making that will lead to the philosophical statement of the group and later the selection of recommended education goals.

A schedule of the meetings will be worked out that is most agreeable to the committee members once they are known. The committee will be self-guiding and governing during its work and will be disbanded upon completion of the task. Its exact size has not yet been determined and depends upon the responses to this letter.

Your name has been recommended as a resident of our school district that could effectively serve with such a group. Will you please give serious thought to making a commitment to help us lay a solid foundation for the improvement of our schools. A form and stamped self-addressed envelope is enclosed for your reply. We look forward to the benefit of your time and thoughts.

Appreciatively,

Ed Coulson, President
M.L.U.S.D. Board of Trustees

Mel Gibson, Clerk
M.L.U.S.D. Board of Trustees

DRAFT

MOTHER LODE UNION SCHOOL DISTRICT
PHILOSOPHY AND GOALS DEVELOPMENT COMMITTEE

Preliminary Considerations for:

I. Defining the Task & Scheduling Activities

II. Gaining Background

III. Synthesis Period

IV. Producing a recommended statement of Educational Philosophy and related Goals for the Board of Trustees

. . . . . .

I. The first meeting of June 16 will be devoted to Defining the Task at hand.

A. Board of Trustees will meet with the group along with the district superintendent. Each will make presentations aimed at clarifying the role of the committee. (Note: Discussion by any member is in order at any time during this meeting.)

B. Committee selects a temporary chairman.

C. Committee selects its next meeting date.

D. Adjournment.

II. Gaining Background — Some activities that will give contrasting points of view on the function of a school system in the light of the characteristics of the people it serves and the society in which the people live would be helpful.

A. Speakers — (Note: Only when specifically requested by the Committee will any district personnel be involved. The district superintendent will be available to serve as the committee desires. Mrs. Horner will record the minutes of each meeting which will be mailed to the members prior to their next meeting.)

B. Reading — Such items as the Texas and Pennsylvania Goals studies, educational journals, books that represent varied educational philosophy.

C. Surveys and opinions gathered to identify the characteristics of our local population, the current trends in thoughts of residents regarding school programs.

D. Reference legal requirements as established by the State Legislature.

E. Note factors of mobility, demands placed on the student (when adult) if he is to be able to function effectively while living in a mobile population. (Urban vs. Rural — State vs. Nations, etc.)

F. Discussion and reporting by the committee.

III. Synthesis Period — This may consist of two or three meetings of deliberations by the committee during which time dominant or agreed upon philosophical elements will begin to emerge. Some discussion of goals related to the philosophical elements may be in order.

IV. Producing a Philosophy and Related Goals — This may properly be thought of as the last phase of work. At this point the group may wish to appoint a drafting committee. In any event, the task is to draft a formal statement of philosophy regarding the function of a public system when referencing all that has preceded.

After the group has adopted a philosophy, goals should be established that relate to the philosophy. (More on the definition of these terms will be presented.)

Final step is to present the recommended statement of educational philosophy and related goals to the Board of Trustees.

. . . . . .

Note: If the committee wishes to make recommendations on specific programs or instructional practices, it should be done after the other steps. It is hoped the recommendation to the Board can be made by this coming November.

TO: MOTHER LODE TRUSTEES

FROM: KEN LOWRY

Enclosed is a criteria list for your use in selecting possible members of our Citizen's Educational Philosophy Development Committee. You may wish to add categories not presently on the sheet.

You may wish to name one person that fits several categories. Enter the name and beside the name place the numbers of the other categories. Example:

II Age Status:

Middle — John Jones, I-c, IV-C, IIIC, etc.

This would say your name represents a district resident who is middle aged, employed in business or industry, has graduated from college and is male.

You may be able to think of a name for each class but it will be impossible to not have overlapping. The outstanding character of the person should be used for classification.

It is important that the committee members, regardless of classes, be basically intelligent people. There is little use to structure a group that cannot be productive. Please bring your list to the May Board meeting.

For M. L. Trustees — Some Community Cross Section Criteria

I. Employment Status

Employed:

A. Civil Service ----------

B. Self ----------

C. Industry/Business ----------

D. Agricultural ----------

E. Profession ----------

F. Unemployed ----------

G. Welfare ----------

II. Age Status

A. Retired ----------

B. Middle ----------

C. Young Adult ----------

D. Young ----------

III. Geographical Exposure Status

A. El Dorado County ----------

B. Varies ----------

C. Metropolitan/Urban ----------

IV. Educational Status

A. Less than 8 years ----------

B. High School ----------

C. AB/BS Degree ----------

D. Advanced Degree ----------

V. Philosophical Status

A. Conservative ----------

B. Liberal ----------

C. Middle ----------

D. Protestant ----------

E. Catholic ----------

F. Other ----------

VI. Family Status

A. Single ----------

B. Divorced ----------

C. Married w/children ----------

D. Married w/o children ----------

VII. Economic Status

A. Poor ----------

B. Low income ----------

C. Middle income ----------

D. "Well off" ----------

VIII. Sex

A. Male ----------

B. Female ----------

Letter to Morgan Hill Goals Committee Members

Mailing Address: P. O. Box 927

December 20, 1968

Mrs. R. J. Groen
Rt. 1 Box 276
San Martin, California

Dear Mrs. Groen:

We are in the process of forming a committee of teachers, administrators, board members and other representatives of the community to formulate a tentative statement of Educational Objectives for ultimate adoption by the Board of Education.

It would be appreciated if you could serve on this committee as one of the representatives of the citizens in the community. Meetings have tentatively been scheduled for Monday evenings, 7:30 to 9:30 P.M., January 13, 27; February 10, 24; and March 10, at the district office.

Would you please respond as soon as possible indicating whether or not you will be able to serve on this committee by calling Dr. Siverson's secretary, Mrs. Ruby Ferranti, at 779 - 3176.

Yours truly,

George T. Ratzlaff
President, Board of Education

GTR:rf

SAUGUS UNION SCHOOL DISTRICT
Supporting Information
October 10, 1968

POSSIBLE FORMAT TO IMPLEMENT SENATE BILL 1

The Board now has the primary responsibility to establish the kind of instructional program to be offered as a result of the passage of Senate Bill 1. The following format to gain citizen participation in implementing possible changes in the curriculum is presented for discussion purposes:

1. Establishment of a citizens' advisory committee to study the curriculum and make recommendations for the Board's consideration. The committee could be composed of P.T.A. representatives, Board selections, Board members, and faculty members.

2. Appointment of sub-committees under the direction of the advisory committee if intensive study of a specific topic is deemed necessary.

3. Presentation of curriculum reports at board meetings on topics which the Board would like to discuss.

4. Presentation of progress reports at P.T.A. meetings through panel discussions by Board members and committee members to give all citizens an opportunity to voice their views.

A possible time sequence which might be appropriate is as follows:

Appointment of committee members — by November 14
Completion of work of committee — by March 28
Final committee report to Board — by April 10

MORGAN HILL UNIFIED SCHOOL DISTRICT
Morgan Hill, California

EDUCATIONAL GOALS — QUESTIONNAIRE 2/2/70

Name _____ Subject or Grade Level _____

In terms of the grade level you teach or the subject you teach, please complete this questionnaire indicating the degree of emphasis you feel is placed on the specific goal in your grade level or the subject you teach. If you teach more than one subject, please fill out a separate questionnaire for each subject you teach. If you coach or direct a student activity, please fill out a questionnaire for that activity. Use the following scale:

0 — no emphasis
1 — slight emphasis
2 — moderate emphasis
3 — heavy emphasis

Skill in the fundamental learning processes

0	1	2	3	
				to develop the ability to read effectively
				to develop the ability to listen effectively
				to develop the ability to speak effectively
				to develop the ability to write effectively
				to develop the ability to use numbers and mathematics effectively
				to develop the ability to observe effectively
				to develop the ability to think and to reason effectively
				to develop the ability to think creatively

An understanding of man as an individual

0	1	2	3	
				to accumulate knowledge of the psychology of the human being
				to accumulate knowledge of the physiology of the human body
				to develop conduct and actions based on a sense of the student's own worth and dignity and the worth and dignity of every individual
				to develop a personal philosophy as a guide to life's choices
				to develop an appreciation for beauty in color, sound, word and motion

Competencies in physical skill and health

0	1	2	3	
				to acquire information concerning health, disease and personal safety
				to develop muscular coordination and body control
				to develop appropriate physical skills and an attitude toward the need, physically, and mentally, for recreational activity
				to develop a concern for public health and safety.

An understanding of the physical world

0	1	2	3	
				to accumulate knowledge about the sciences of life
				to accumulate knowledge about the sciences of the earth and universe
				to accumulate knowledge about the sciences of physical materials and forces
				to understand man-made environment and its relation to natural environments

An understanding of man in society

0	1	2	3	
				to develop an understanding of the importance of the family and each individual's role and responsibility
				to develop knowledge and appreciation for the rights and responsibilities in a democracy at local, state and national levels
				to accumulate a knowledge and respect for the history of our own and other cultures and civilizations
				to develop an understanding of political patterns in our nation and other parts of the world
				to develop an understanding of economic principles and patterns
				to develop an understanding of social patterns in our own and other cultures

Competency to contend with future change

0	1	2	3	
				to accumulate knowledge about the world of work and make appropriate vocational choices
				to develop a marketable skill
				to develop economic competence and understanding in personal buying, selling and investment
				to develop the ability to adjust to a changing environment and the changing demands of society

MORGAN HILL UNIFIED SCHOOL DISTRICT
Morgan Hill, California

4/30/69

TO: Residents of the Morgan Hill Unified School District

FROM: George Ratzlaff, President
Board of Education

SUBJECT: Educational Objectives

The Board of Education feels that we must establish educational goals and objectives if we are to have an orderly and meaningful education for our students. These objectives are of little value unless they are reflected in the curriculum and budget. It follows that there should be a plan for evaluating how well we are doing toward reaching the objectives.

It sounds simple, but it is difficult to accomplish when broad participation and involvement are desired.

Since February of this year, a committee of citizens, board members, teachers, classified employees and administrators has been wrestling with Phase One of this task. Phase One is to establish a broad set of educational objectives for the entire District.

Attached is a preliminary draft of educational objectives as proposed by the Committee. Since goals and objectives are the cornerstone of our entire school system and since tax dollars will be spent in attaining them, it is imperative that all parents and citizens of the school district take an active part in finalizing them.

Your comments and criticisms are invited. Send any comments or suggestions to:

Lyle E. Siverson
Secretary, Board of Education
P. O. Box 927
Morgan Hill, California 95037

or, better yet, call for an appointment and discuss your views with our superintendent and/or attend the Public Hearing which will be held on this topic in the Board Room on Monday evening, May 26, 1969 at 7:30 P.M.

GTR:rf
Enclosure

MORGAN HILL UNIFIED SCHOOL DISTRICT
Morgan Hill, California

5/9/69

A: Los residentes del districto de Morgan Hill Unified

DE: George Ratzlaff, Presidente de la Junta de Educacion

SUBJECTO: Objectivos Educativos

La Junta de Educacion cree que debemos establecer propositos y objectivos educativos para que nosotros tenemos una educacion metodica y significante para nuestros alumnos. Estos objectivos son de poco valor si no se manifiesten en el plan de estudios y presupuesto. Sigue que estuviera un plan por analizar la buena conducta de como estamos haciendo para llegar a los objectivos.

Parece simple, pero es dificil realizarlo cuando queremos la participacion y un envolvimiento general.

Desde febreo de esta ano, una delegacion de ciudadanos, miembros de la junta de educacion, profesores, empleados y administradores ha luchado con la Primera fase de esta tarea. La Primera fase es de establecer un plan general de objectivos educativos para todo el districto.

Incluido esta un bosquejo introductorio de los objectivos educativos que propuso la delegacion. Como los propositos y objectivos son la fundacion de todo nuestro sistema educativo, y como impuestos de dolares se gastaran para obternerlos, es imperativo que todos los padres y ciudadanos en el districto de la escuela toma una parte activa para acabarlos.

Usted esta invitado a asistir a una junta, o juntas en las que va a discutir estos asuntos en espanol. Queremos discutir problemas tocante las escuela y tratar de dar contestacion a sus preguntas.

El Dr. Siverson, Superintendiente del Distrito Ecolar, y los principales de las respectivas escuelas estaran en today las juntas. Usted puede asistir auna o todas las juntas. Las techas de las juntas son:

Escuela	San Martin	Martes, 20 de Mayo — 7:30 P.M.
Escuela	Encinal	Martes, 27 de Maro — 7:30 P.M.
Escuela	Live Oak	Martes, 3 de Junio — 7:30 P.M.

GTR:rf

GUIDELINE DRAFT FOR TORRANCE GOALS COMMITTEE

DEFINITIONS TO ASSIST IN THE FORMULATION OF SCHOOL DISTRICT PHILOSOPHY, GOALS, AND OBJECTIVES STATEMENTS

The definitions listed below are not intended to be exclusive of one another. Indeed, it would be difficult to consider goals for a school district without being aware of the overall district philosophy and likewise difficult to divorce goals from their relationship to specific curriculum or classroom objectives.

These separate definitions have a useful function in that they can aid discussions regarding each particular area as, for instance, when a school district is attempting to spell out its goals. Accompanying each definition is a series of examples that are representative of the categories, but are not designed to be an exhaustive list of items which a district might believe or profess. Obviously, a district may have a highly diversified philosophical statement as well as many goals and objectives.

PHILOSOPHY

Definition: A statement of principles based upon beliefs, concepts, and attitudes from which the educational direction of the district is derived.

Some Examples:

- We believe that our schools exist to provide a good program of general education to aid all students to become effective citizens in a democracy.
- We believe that the schools should foster optimum individual development in various aspects of living: mental, physical, social, and moral.
- We believe that the schools exist for the transmission of culture to our youth and also to aid them in developing an improved culture.

GOALS

Definition: A goal is a broad, general statement that proposes desired and valued competencies, states of being, and/or general levels of proficiency to be achieved. A goal is general and timeless. It is not concerned with a specific accomplishment within a highly defined time period. The goals provide basic guidance for all activities in the district.

Some Examples:

- All students should develop skills in ways of acquiring and transmitting knowledge.
- All students shall be well informed and possess knowledge about the structures, processes, and functions of government.

- All graduates should be prepared for and select a vocation.
- To provide quality education that will help every child acquire the habits and attitudes associated with responsible citizenship.
- To provide quality education that will help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.
- To provide quality education that will help every child acquire to the fullest extent possible for him mastery of the basic skills in the use of words and numbers.
- To provide quality education that will give every child opportunity and encouragement to be creative in one or more fields of endeavor.
- To develop individuals who, in terms of their potential . . .
  - Can appreciate and understand the many forms in which communication occurs (verbal, nonverbal) and who can communicate (read, write, listen. speak, view, act) effectively and with understanding.
  - Have fundamental skills and understanding enabling them to meet and solve problems qualitatively as well as quantitatively.
  - Appreciate the value of the sciences and understand the purposes and methods of sciences (observation, experimentation, recording analysis, prediction).
  - Can make realistic appraisal of their interests, aptitudes, and achievements.

OBJECTIVES

Definition: An objective is defined as a quantifiable and/or observable achievement accomplished within a specifiable time period. Objectives should reflect the critical factors required for the achievement of a goal. An objective is more specifically stated than a goal.

Some Examples:

- Given a daily newspaper, the student will be able to analyze three of the front page stories and write a topic outline for these articles within a two-hour period.
- Given the names of the current local, state, and federal representatives from his area, the student will be able to state, within fifteen minutes, the office held by each.
- Given the description of a job opening for which he may be qualified, the student will be able within an hour to write an acceptable application letter. (Qualities of "acceptable" to be spelled out in advance.)
- Upon completion of the term, a sixth grade student will be able to read and pronounce with 80% accuracy a list of sixth grade words selected from the basic Stanford Achievement Test — Reading.

- Upon completion of the term, 60% of eleventh grade students will score at least at the Los Angeles County average on standardized tests on reading comprehension.

- By the end of the eighth grade, the student will read and pronounce ten lists of eighth grade words selected from a basal reading text.

- By the end of the eighth grade, the student is able to complete a written research composition with technical accuracy using criteria specified within an eighth grade English text.

- By the end of the eighth grade, the student will use the tools of geometry and measurements in problem solving and geometrical construction (e.g., compass, straight edge, protractor, ruler, clock, money, maps).

APPENDIX F

A PARTIAL LIST OF SCHOOL DISTRICTS WITH GOALS ACTIVITIES IN PROCESS OR RECENTLY COMPLETED

BERKELEY CITY UNIFIED SCHOOL DISTRICT
1414 Walnut Street
Berkeley, California 94709

CALEXICO UNIFIED SCHOOL DISTRICT
Post Office Box 792
Calexico, California 92231

CAMINO UNION SCHOOL DISTRICT
Post Office Box 481
Camino, California 95709

CASTRO VALLEY UNIFIED SCHOOL DISTRICT
Post Office Box 2146
Castro Valley, California 94546

FOLSOM-CORDOVA JOINT UNIFIED SCHOOL DISTRICT
1091 Coloma Street
Folsom, California 95630

GRASS VALLEY SCHOOL DISTRICT
225 South Auburn Street
Grass Valley, California 95945

HILLSBOROUGH CITY SCHOOL DISTRICT
545 Eucalyptus Avenue
Hillsborough, California 94010

LOS ANGELES CITY SCHOOLS
450 North Grand Avenue
Los Angeles, California 90012

MORGAN HILL UNIFIED SCHOOL DISTRICT
Post Office Box 927
Morgan Hill, California 95037

MOTHER LODE UNION SCHOOL DISTRICT
Post Office Box 386
Diamond Springs, California 95619

NEVADA CITY SCHOOL DISTRICT
505 Main Street
Nevada City, California 95959

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
12820 South Pioneer Boulevard
Norwalk, California 90650

NUVIEW UNION SCHOOL DISTRICT
29680 Lakeview Avenue
Nuevo, California 92367

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
Post Office Box 448
Pacific Grove, California 93950

RICHMOND UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94804

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Post Office Box 2271
Sacramento, California 95810

SAN DIEGO CITY UNIFIED SCHOOL DISTRICT
4100 Normal Street
San Diego, California 92103

SAN MATEO UNION HIGH SCHOOL DISTRICT
650 North Delaware Street
San Mateo, California 94401

SARATOGA SCHOOL DISTRICT
Post Office Box 247
Saratoga, California 95070

SAUGUS UNION SCHOOL DISTRICT
26590 North Bouquet Canyon Road
Saugus, California 91350

SHASTA COUNTY SCHOOLS
Courthouse, Room 105
Redding, California 96001

SOQUEL UNION SCHOOL DISTRICT
620 Monterey Avenue
Capitola, California 95010

TEMPLE CITY UNIFIED SCHOOL DISTRICT
9516 East Longden Avenue
Temple City, California 91780

TORRANCE UNIFIED SCHOOL DISTRICT
2335 Plaza Del Amo
Torrance, California 90509

Additional copies of this document are available for $1.25 each (includes tax and postage) from:

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455 Capitol Mall
Sacramento, Ca. 95814

75

64